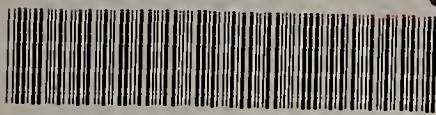


UMASS/AMHERST



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MASS. ED1.2: C38 (995) GLOBAL

1995 Charter School Application

Basic Fact Sheet

Global Child Charter School Millis, Massachusetts

Contact Person: Catherine A. Isbell
15 Indian Hill Road
Medfield, MA 02052
(508) 359-4856

Founding Coalition: Parents and Teachers

Grade Level: Elementary and Middle

Projected Student Enrollment:

First Year:	75
Second Year:	110
Third Year:	150
Fourth Year:	190
Fifth Year:	200

Total Number of Teachers in Fifth Year:

Teacher/Student Ratio in Fifth Year:

Community: Suburban School District

Access to Facility: Yes, In Negotiations

School Focus: Global Child Charter School will implement Montessori philosophy, methodology, and curriculum. The School will promote self direction and individualized learning styles. Teacher and parents will collaborate on educational goals. The School will provide a model for team management built on cooperation. The foundation of Global Child Charter School will be based on respect for children, parents, teachers, the community and the world.

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EXECUTIVE OFFICE
OF EDUCATION

1995 Charter School Application

Global Child Charter School

February 15, 1995

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EXECUTIVE SUMMARY

The *Global Child Charter School* will offer a blueprint for educational reform built upon the philosophy, methodology, and curriculum of the Montessori method. *Global Child Charter School* will prepare students to effectively meet the challenges of the future while preparing them to become active participants of change.

The School will both exemplify and promote self-direction, cooperation, collaboration, appreciation for diversity, and a love of lifelong learning. *Global Child Charter School* will use these standards for students, parents, teachers, and administrators.

The educational foundation of *Global Child Charter School* will be based on the belief that children are independent, self-directed learners who are able to gain information and knowledge through multiple intelligences. To incorporate this belief, the School will base its academic environment on the following Montessori principles:

- ◆ Teachers will be facilitators of learning
- ◆ Parents will be partners in education
- ◆ Students will be empowered with the responsibility of the learning process
- ◆ Classrooms will be carefully prepared environments that further a continuing curriculum of knowledge and skills development
- ◆ The use of multi-age clusters of students will recognize sensitive periods of learning, based upon the social and psychological development of various age groups.

Global Child Charter School will be located in the largely homogenous community of Millis, Massachusetts. The School will promote cultural diversity and understanding through the early introduction of Spanish and American Sign Language, the study of cultures and philosophy as integrated in Montessori curriculum, the use of music and art as an extension of culture, and the promotion of a "Sister School" program in the second year of operation.

Global Child Charter School will have many unique programs that can be easily translated into other educational settings. The Montessori approach of education is based on totality but there are many inspiring and replicable aspects that can be incorporated universally.

1. MISSION STATEMENT

A. Core Philosophy

The call to education reform was sounded in 1993 as legislators, educators at the state and local level, business members, community leaders, and concerned parents and citizens responded to answer the challenges confronting education today. From this movement, ~~a set of educational goals were~~ formulated to effectively prepare students to meet the challenges of the 21st century. Among the skills identified by reform to successfully educate children are:

- ◆ the ability to acquire personal problem-solving techniques
- ◆ the ability to use resources wisely to find answers
- ◆ the ability to evaluate, organize and develop ideas based on information
- ◆ the ability to use in-depth methods of research to find meanings and answers
- ◆ the ability to communicate ideas effectively through spoken and written language
- ◆ the ability to also communicate through a second language
- ◆ the ability to use mathematical skills leading to logical thinking and problem solving
- ◆ the ability to become life-long learners ready to use the increasing technology available both today and tomorrow.

The mission of *Global Child Charter School* will be to meet these goals of reform based on the philosophy and methodology of a Montessori model of education. To this end, *Global Child Charter School* will implement and promote the following goals:

1. A broad academic foundation based on Montessori curriculum
2. An integrated school environment
3. A commitment to parental participation
4. A community built on partnerships
5. A model for teachers, administrators and schools.

These goals will be integrated with the unique characteristics of Montessori methodology and philosophy. Basic to Montessori educational philosophy is the belief that children are self-directed learners who gain knowledge through

interactions with the environment. Montessori philosophy also believes that children gain information through multiple intelligences and have sensitive periods of learning whereby a skill or concept is learned at its most optimal time of social and psychological development. To this end, *Global Child Charter School* will use measurable objectives within each goal. The objectives stated within each goal are as follows:

1. *Academic foundation based on Montessori curriculum.*

- 1.1 Montessori curriculum is an integrated program of natural and social sciences that is based on a continuum of study throughout the ages of 3 to 15.
- 1.2 *Global Child Charter School* will demonstrate proficiency in basic skill areas using the Massachusetts Educational Assessment Program competency test as an indicator.

2. *An integrated school environment.*

- 2.1 Each environment in the school will mix students by gender, socioeconomic status, ethnic background, cognitive and physical ability.
- 2.2 *Global Child Charter School* will integrate students by age using multi-age clusters to reduce competition, to maximize curriculum options available to individual students, to promote socialization, and to allow older students to model advanced work for younger children.

3. *A commitment to parental participation.*

- 3.1 *Global Child Charter School* will implement a varied and broad range of parental involvement based on education and volunteer opportunities.
- 3.2 The school will establish a strong and active Parent-Teacher Cooperative.
- 3.3 The school will promote and sustain a high rate of parent participation at board level.

4. *A community built on partnerships*

- 4.1 The school will develop partnerships with local, state, national and private agencies.
- 4.2 The school will promote the involvement of the community with *Global Child Charter School*.
- 4.3 The School will promote the involvement of *Global Child Charter School* with the larger community.

4.4 The School will nurture and promote district understanding and respect for the program.

5. *A model for teachers, administrators, and schools.*

5.1 *Global Child Charter School* will develop and implement school-based management teams (Team Learning Communities).

5.2 The School will develop and implement longitudinal studies for the purpose of evaluating the contribution of Montessori in the public sector of education.

The goals and objectives listed above will be further discussed in the respective sections of the application. There will be a formal accountability for the above goals to enable evaluation, progress, and remediation toward implementation of the mission of *Global Child Charter School* (see Section 12).

B. "Laboratory of Innovation"

Global Child Charter School will be a laboratory of innovation through the use of a Montessori template for change. The School will demonstrate a unique approach to education by employing the following:

- ◆ An unified and internationally recognized curriculum that provides a comprehensive and cohesive foundation on which to build knowledge and skills.
- ◆ Prepared kinesthetic material with an incorporated control of error.
- ◆ Specifically developed and integrated reference materials that complement and add to the curriculum.
- ◆ A learning environment that recognizes and incorporates individualized approaches to knowledge and skills acquisition.
- ◆ Integrated subject and learning based on social and psychological developments of the child.
- ◆ The use a of multi-aged classroom which encourages cooperation and social interaction as well as a contained learning environment that promotes familiarity and exploration by the student.
- ◆ A classroom that builds independence by permitting students to talk, interact with one another, move freely about the classroom and search out learning activities that are self-directed.
- ◆ A school-based management model which is built on collaboration and unity of the entire School community.

2. SCHOOL OBJECTIVES

A. Broad Academic Objectives

Global Child Charter School will implement the Montessori curriculum (see Section 10 for complete description). The Montessori curriculum is implemented worldwide and adapts well to diverse settings. It includes an integrated program of natural and social sciences for pre-kindergarten through sixth grade and further personal and academic development through the middle school.

Within this curriculum, broad academic objectives will include skills in the following areas:

1. Listening
2. Speaking
3. Reading
4. Writing
5. Mathematics
6. Social Studies
7. Science
8. Art Appreciation
9. Music Appreciation

In addition, the School will develop curricula in the following areas:

10. Computer Education
11. Foreign Language
12. Physical Education
13. Peaceable Conflict Resolution

B. Non-Academic Goals

Montessorians in the public sector are developing assessment measures that reflect the very special nature of Montessori education and its impact on the emerging personality. Through a review of Montessori literature, discussions with parents, teachers and researchers, the above qualities were identified as critical indicators of a student's healthy and normal development in a Montessori classroom. (see Section 11 Appendix.). We believe that these personal, social and emotional attributes are the basic foundation skills for all learning and should be respected as a legitimate measure of program success.

Students will develop and be assessed in the following areas:

1. positive attitude toward school
2. inner security and sense of order
3. pride in the physical environment
4. an abiding curiosity
5. habit of concentration
6. habits of initiative and persistence
7. the ability to make decisions
8. sense of independence and self-confidence
9. sense of responsibility to other member of the class, school and community.

3. STATEMENT OF NEED

A. Need For This Type of School

The Montessori method of education has a strong base of support and understanding in the area. There are currently eight private preschools and two private elementary Montessori schools within a ten mile radius of the proposed sight of *Global Child Charter School*. Although the School will not be limiting its scope of recruitment to students with previous Montessori experience, the popularity of the methodology is apparent through the number of children currently in Montessori education. The vast majority of children in Montessori preschool are unable to continue due to either financial limitations (private tuition for elementary Montessori is between \$6,000 and \$7500 per year) or the limited choice of public Montessori programs. There is one public Montessori curriculum currently in use within the state in the Holliston School District. Although the Holliston program is available through school choice, there are no available slots for non-residents. The Holliston Montessori program has been consistently full to capacity since its conception in the 1970's. There are no available spots for Holliston residents if a child is not enrolled in the Montessori program by kindergarten. The Holliston Montessori program goes through only the fourth grade. The total enrollment of children in the Holliston program is 254 students out of total enrollment (K-4) of 1,231.

B. Addressing The Need

Global Child Charter School will offer another Montessori option in the public sector of education. *Global Child Charter School* will offer an inclusive Montessori curriculum of pre-primary through the eighth grade. The School will allow more students to continue or be introduced to an effective, child-centered curriculum. It will provide opportunities for many who have not been able to participate in Montessori education because of its lack of existence in public schools. Montessori education has suffered from the reputation of being elitist due to its popularity in the private sector. Ironically, however, the observations and work of Dr. Maria Montessori, first done in the slums of Rome at the turn of the 19th century, was with children in the poorest of environments. Dr. Montessori was requested by the landlords of the tenements to keep the children who they considered "retarded" due to severe economic conditions under supervision, while parents worked long hours. She knew that the children were not mentally impaired but suffered from an environment that did not nurture or promote learning.

The projected enrollment of 200 students in the School within the first five years will stimulate initial and successful growth. The potential site in Millis offers the

opportunity to expand to greater numbers given the large square foot availability that can be occupied in the future.

In summary, Montessori methodology is not only a popular choice for students and parents in this area, it is an historically proven innovative approach to educating children from diverse backgrounds and diverse abilities. *Global Child Charter School* will build upon the existing support of Montessori education while at the same time addressing the needs of students with a comprehensive, innovative curriculum and school structure. At the same time, *Global Child Charter School* will look to the future by developing areas of study and investigation in foreign language, technology, peaceable conflict resolution, outdoor, and physical education.

4. A PROFILE OF FOUNDING COALITION

A. The Founding Coalition

The core founders of *Global Child Charter School* come from the field of education. The group consists of four teachers, Kathleen Gasbarro, Catherine Isbell, Donald Jennings, and Susan Weisman. Together, they have over 25 combined years of teaching experience. The educational background of the founders includes degrees from Lesley College, San Francisco State University, Seacoast Montessori Institute, Northeast Montessori Institute and Brandeis University. In addition, the group has a wide breadth of experience in such areas as special needs, pupil services, outdoor education, children's literature, humane education, and children's service organizations. Together, the founders have experience in business management, education administration, volunteer recruitment and placement. Interests of the group includes music, drama, literature, dance, arts, crafts and basketball. The individuals of the founding group have been involved with adoption advocacy, promotion of cultural diversity and understanding, and peace education.

Added to this core group of educators, *Global Child Charter School*'s founders include Paul Weisman, who brings a financial background to the group, Kathleen Woods, who has added to the development of mission, goals and human resources, Elan Baer, business consultant, and Alma Baer, who has contributed with the recruitment and marketing plan of the School and has been instrumental in getting formal letters of support from some of the many individuals with whom we have talked, dreamed, and planned over the past year and a half.

B. How The Group Was Formed

Kathleen Gasbarro and Catherine Isbell were acquainted through a Montessori pre-school. Both became interested in the charter school movement and had independently investigated the work of a group in Franklin, Massachusetts, but both had felt that the methodology being proposed by that group was not a mission they could support.

In the course of conversation, the charter school movement was mentioned and both were excited to discover that they shared a mutual belief in and commitment to the need for a Montessori charter school in the area. Through informal discussions with parents and friends, it became apparent to Kathleen and Catherine that there was great interest and support for a Montessori option in the public sector of education. Many were familiar with the Montessori method and understood and appreciated the value of the individualized nature of Montessori education.

During the winter of 1994, approximately twelve people met at various times to discuss a broad mission statement for a school. The group was not at the necessary stage to submit an application in February of 1994 but continued to share ideas, information and goals.

Working with the initial input of those who contributed in the winter of 1994, Kathleen and Catherine began to coalesce a group of individuals who had experience in Montessori education, special education, finance, public relations, and human resources. It is the work of this core group that has put forth this application and has networked with members of their communities to take a pulse of interest and support. We have listened to many parents, teachers, community members, business and civic representatives and we have felt a true consensus on the need and desire in our communities for an innovative option in public education. Montessori is respected and understood in this area and we feel confident that a Montessori charter school would be welcomed and heralded by a strong group of supporters.

The founding coalition has made many contacts during our work over the past year. We have been directly in touch with the following national and state organizations:

Montessori Public School Consortium, Cleveland OH
Montessori Resource Center, Mt. View, CA
Center for Public Montessori Programs, Minneapolis, MN
American Montessori Association, New York, NY
Far West Laboratory, San Francisco, CA
Peaceable Schools Coalition, Lesley College, Cambridge, MA
American Human Education Society, Boston, MA
The Danforth Museum, Framingham, MA
Seacoast Montessori Training Center, Scituate, MA
Massachusetts Adoption Resource Exchange, Boston, MA
Open Door Society, Newton, MA

We look forward to continuing our contacts with the above organizations. We will continue to network through members of the founding coalition, supporters, and friends. *Global Child Charter School* looks forward to building partnerships with businesses in the community and state. We are currently looking for support with computers and an outdoor ropes course. *Global Child Charter School* anticipates working very closely with surrounding schools and districts to exchange information and resources.

C. Further Recruitment

In the months between now and the start of the School, we will ~~continue be~~ actively looking for additional help, support, and commitment of others who share the vision of charter schools and the mission of *Global Child Charter School*. We will continue to recruit individuals who will help us found a school dedicated to cooperation and collaboration.

5. SCHOOL DEMOGRAPHICS

A. School Location

Global Child Charter School will be located at 1073 Main Street in Millis, MA. The site will have easy north/south accessibility from points on Route 109 and will be within three miles of north/south accessibility on Route 27. The location will provide a diverse population from which to draw applicants. Located within a ten mile radius of the site are the following communities; Framingham, Natick, Wellesley, Needham, Dedham, Westwood, Medfield, Norwood, Walpole, Sharon, Foxborough, Wrentham, Franklin, Bellingham, Medway, Milford, Holliston, Hopkinton, Ashland, Sherborn, and Dover.

B. Location Selection

The Medfield, Millis, Medway area was chosen because it is the geographic region of the grassroots support network of *Global Child Charter School*. The founding coalition wanted to locate the School in the broad Metrowest area. We believe that a successful Montessori school relies less on location and more on the total strength of the curriculum and school community as envisioned and developed by the school founders.

C. Demographic Characteristics

An important demographic characteristic of the area is the tremendous increase in the school age population. This growth is particularly evident in the population of children not yet school age. The percent of the school age and the under five population in the total population, based on estimated 1993 figures, is as follow:

	Under Age 5	Ages 5-9	Ages 10-14	Total
Within 5 mile radius	8.58%	8.08%	6.99%	23.65%
Within 7 mile radius	8.14%	7.41%	6.68%	22.23%
Within 10 mile radius	7.48%	6.68%	5.97%	20.13%

As supported by these numbers, many school districts in the area are faced with increasing enrollments at the younger ages with limited class space and resources. Many communities are faced with class sizes growing in proportion to the increase in class size. To cite two examples, class sizes have grown considerably both in Millis and Medfield. The current enrollment is:

	Millis	Medfield
Kindergarten	106	240
Grade 1	113	204
Grade 2	103	234
Grade 3	77	194
Grade 4	108	169
Grade 5	90	182
Grade 6	95	168
Grade 7	89	164
Grade 8	73	139
Grade 9	68	121
Grade 10	66	136
Grade 11	63	134
Grade 12	66	115

Global Child Charter School will help to meet the demand for the continued growth in these age populations. The School will serve those ages increasing at the greatest rate.

D./E. Enrollment Projections by Grade Level

The total enrollment and projected enrollment by grade level of *Global Child Charter School* is:

	Total	Kinder garten	Ages 6-9	Ages 9-12	Ages 12-15
Year 1	75	25	50		
Year 2	110	35	50	25	
Year 3	150	50	50	50	
Year 4	190	50	75	50	15
Year 5	200	50	75	50	25

With the capability of growing into an already present facility, *Global Child Charter School* could conceivably accommodate students more rapidly if the demand were beyond our current projections. A long range goal of *Global Child Charter School* would be to expand to the high school level. This would be a tremendous opportunity to create the first public Montessori high school in the state of Massachusetts. It would create an innovative opportunity to extend the foundation of the school to complete the model of Montessori education.

6. RECRUITING AND MARKETING PLAN

A. Publicity

Keeping with the grassroots nature of our efforts in the creation of *Global Child Charter School*, we plan to communicate directly to the surrounding communities through information and education. We have scheduled a series of forums that will present the School and the impact of charter schools through the Educational Reform Act of 1993. The forums will be designed to present the Montessori model of education and to inform the public about the mission and objectives of *Global Child Charter School*.

We have available to present at the forums a promotional video produced by the American Montessori Society entitled "Imagine a School." This is a twenty—minute video that documents a Montessori elementary school in progress. We feel it is a very informative and professionally produced video that gives a very clear look at principles of Montessori education. We feel "Imagine a School" is a very effective tool to demonstrate first-hand Montessori education in progress. We will also use the video in conjunction with cable access and the dedicated education and community service channel.

We have several publications available for distribution which are also produced by the American Montessori Society. The publications include a question and answer brochure (attached) and other pertinent informational pieces regarding Montessori elementary programs. We have also started to generate a promotional brochure which introduces the Montessori method and the mission and objectives of *Global Child Charter School*. We will produce the piece with the help of a professional graphic artist.

Global Child Charter School will make available a series of press releases to local newspapers in the area. Papers produced by Suburban World, Inc. cover many communities in the geographical region of the School. Press releases and letters to the editor will be distributed to other local and regional publications. Press releases will be handled by a supporter who is a marketing professional.

We are currently comprising a list of interested parents, community and business members that will be part of an increasing mailing list. We will add names of interested supporters and potential applicants as we extend our outreach through forums, press coverage, and grassroots networking. We will also target specialized publications such as *The Boston Parents Magazine*.

We will be in direct contact with nursery schools and day care providers in the area to extend outreach of the School to include those children in such settings. We will send informational brochures so that child care providers can offer the families of their facility a choice when planning continuing education. We will also register with Family Resource Services, an information referral system for working parents. The service is made available through benefit packages at various corporations.

Given the nature of *Global Child Charter School*, we will promote our program through established Montessori programs that do not offer continuing education beyond kindergarten. We will work with these programs to offer similar informational forums describing the School.

We will extend our marketing and recruitment to the community level through specific agencies, organizations, social clubs, churches, synagogues, and service groups. Our efforts will be to not only promote enrollment in the school but also to get a strong base of support for our educational goals and community involvement.

B. Outreach

The primary outreach to potential students and families will be through the information and education forums that we will hold to support our marketing efforts as described above. Meetings will be arranged to specifically address questions and concerns of potential applicants. We feel that this is an essential part of the application process whereby parents and students can more fully understand the goals and objectives of *Global Child Charter School* and the Montessori method and curriculum.

We will arrange informational meetings at the request of parents and public schools to further explain the mission, goals, curriculum, and admission procedure of *Global Child Charter School*. We will respect each individual's perception of the charter school movement and will consider ourselves direct ambassadors of educational reform.

C. Recruiting Students Without Parents

We will make every effort to recruit and advocate for students without parents or guardians and make available to them the same educational choices as other children. We will use several venues to reach this particular student population. Among the sources with whom we have been in contact thus far are:

Massachusetts Adoption Resource Exchange, Boston, MA
Department of Social Services, Regional Office, Lexington, MA
Massachusetts Association of Professional Foster Care
Open Door Society, Newton, MA

We will continue to seek contacts with other professionals who serve as advocates for children without parents.

Appendix

To Preceding Section

Why Global Child Charter School?

GCCS will offer a complete approach to education utilizing the Montessori Method. GCCS will integrate computer studies, foreign language studies, outdoor education and skills for peaceable conflict resolution. Our goal is to graduate lifelong learners who have the skills to meet the challenges of the 21st century.

“My vision of the future is no longer people taking exams and proceeding then on that certification but of individuals passing from one stage to a higher, by means of their own activity through their effort of will, which constitutes the evolution of the individual.”

Maria Montessori
Childhood to Adolescence
(Shoden Books, New York, 1939, p.XV)

Why The Montessori Approach?

- Education is a continually flowing experience - it grows during a child's construction of himself - daily, weekly, yearly - for the duration of the program
- Students are directed to information and knowledge through the use of a carefully prepared environment
- Montessori curriculum is implemented worldwide and adapts well to multi-cultural settings. It includes an integrated program of the natural and social sciences for pre-kindergarten through middle school.
- Montessori achieves results. Magnet school test scores indicate a significant percentage of students scoring in the 'high performance' category (77-99th percentiles) in vocabulary, reading and math*.
- Montessori schools are popular. Close to 160 Montessori public school programs have been identified in the US. Nearly two-thirds of the schools have waiting lists and one-third have over 200 students waiting to enroll.

**There is no doubt about the power of the Montessori (public school) to attract. They have consistently sustained excited teachers, involved parents and a wide cross section of children. They are the first schools to meet their enrollment and they often have huge waiting lists.”

-Donald Waldrip, Magnet School Specialist

Global Child Charter School is dedicated to education reform by:

- Offering families a choice in the public education sector
- Offering a child-centered curriculum that effectively addresses individual learning styles
- Offering the community a school that is accountable to it's students and taxpayers

Global Child Charter School is based on the Montessori Method. Characteristics unique to the Montessori philosophy are:

- Multi-age groupings of children within a single classroom

3-6	Pre-Kindergarten/Transitional Kindergarten
6-9	Lower Elementary
9-12	Upper Elementary
12-15	Middle School

- Self-contained learning environments that provide a complete range of materials, manipulatives and curriculum
- Teachers that remain with each group of students over a three year period

7. ADMISSIONS POLICY

A. Admission Methods and Standards

The *Global Child Charter School*, pursuant to M.G.L. c.71 s.89 "shall be open to all students, on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English Language, and academic achievement."

An admission application will be used to apply for enrollment at *Global Child Charter School*. A sample will follow. In reviewing applications, the School will evaluate the following criterion:

- ◆ Commitment of the parent to be involved in the student's educational plan.
- ◆ A willingness of the parent/student to understand and be part of a Montessori method of education.
- ◆ Commitment of students with no prior Montessori experience to attend a one- or two-week orientation to introduce and familiarize the student with materials, classroom structure, manipulatives, etc. The session will be at no cost to the student or family and will be held during July and/or August prior to the start of the school year.

B. Admission Timetable

Applications will be sent to all interested parties on March 16, 1995, immediately following charter approval. Between March 16 and April 15 (closing date for applications), two informational meetings will be sponsored by the School to explain basic Montessori philosophy and methodology to interested applicants. The meetings will be for the purpose of helping parents and students examine the compatibility of their educational goals with the mission of *Global Child Charter School*.

Pursuant to M.G.L. c.71, s.89, the following will be followed by *Global Child Charter School*. "Preference for enrollment in a charter school shall be given to students who reside in the city or town in which the charter school is located. If the total number of students who are eligible to attend and apply to a charter school and who reside in the city or town in which the charter school is located, or are siblings of students already attending said charter school is greater than the number of spaces available, then an admission lottery shall be held to fill all the spaces in that school from among said students. If there are more spaces available than eligible applicants from the city or town in which the said charter school is

located and who are siblings of current students, and more other eligible applicants than spaces left available, then a lottery shall be held to determine which of said applicants shall be admitted." Interviews with applicants will be held between April 17 and April 25. The admissions lottery, if necessary, will be held on April 26, 1995. A confirmation of enrollment will be sent between April 27 and April 30 1995. A finalized list of enrollment will be issued to the Executive Office of Education by May 1, 1995.

Available space for enrollment in 1995/1996 will be 75 students, increasing to 200 by Year Five.

C. Non-discriminatory Policies

Global Child Charter School will promote and provide open enrollment. Based on strict Montessori principles, prior Montessori experience is strongly preferred. However, *Global Child Charter School* believes in access to all children, regardless of prior Montessori experience, and will provide orientation weeks in August prior to the beginning of the school year. In addition, the School would like to utilize extended school visitations in the spring of the prior year for students wishing to enroll for the next school year. Spending time at the school and in classes would provide a basic orientation for a student and would allow teachers an opportunity to meet the child. After the first year of operation, *Global Child Charter School* also plans to institute the pairing of new students with mentor students who can provide individualized support and orientation with new materials, etc. found in a Montessori classroom.

Appendix

To Preceding Section

Global Child Charter School
APPLICATION FOR ADMISSION
Montessori Program

In order to be accepted into Kindergarten, a child must be 5 years-old on or before December 31 of the year of entry.

Date _____

THIS IS NOT A FORMAL REGISTRATION FORM

NAME OF CHILD _____

ADDRESS _____

DATE OF BIRTH _____ SEX M F

Birth date confirmed by school personnel (birth certificate) _____

LANGUAGE SPOKEN IN HOME _____

NAMES OF CHILDREN PRESENTLY ENROLLED AT GCCS _____

NAMES OF CHILDREN PRESENTLY ATTENDING MONTESSORI PRESCHOOL _____

NUMBER OF CHILDREN IN FAMILY _____

NAME OF PARENT/GUARDIAN: Mother _____

Day Phone _____ Evening Phone _____

Father _____

Day Phone _____ Evening Phone _____

MONTESSORI BACKGROUND (name of Montessori preschool) _____

PUBLIC/PRIVATE SCHOOL LAST ATTENDED _____

APPLICATION FOR GRADE _____ FOR SEPTEMBER 19 _____

School Use Only:

Assigned to Grade _____ Div. _____ Teacher _____ Class List _____

PR CARD _____ MED CARD _____ S1000 _____

WHY ARE YOU CONSIDERING MONTESSORI FOR YOUR CHILD? _____

ADDITIONAL INFORMATION - ON CONFIRMATION NOTICE

1. Will you need after school care?
2. Are you interested in registration for younger siblings in the preschool?
3. Are you (parent) willing to attend orientation meetings?
4. (For children with no prior Montessori experience)

Which 'Welcome to Montessori Week' can the child attend?

ADDITIONAL INFORMATION - SCHOOL USE ONLY _____

BROCHURE MAILED (if applicable) **Date**

CONFIRMATION PHONE CALL TO PARENT Date _____

8. TIMETABLE

February 15	Application submitted
February 16-22	Press releases, letter of introduction to community, arrange broadcast of promotional video and message board notice on public access cable TV in surrounding towns.
February 21	Board Meeting to discuss: 1. Recruitment of Trustees 2. Formation of fund raising, grant writing, corporate and business sponsorships. 3. Review public relations efforts. 4. Examine and start incorporation proceedings.
February 26	Conduct informational meeting in Millis.
March 8	Conduct informational meetings in Medfield and surrounding towns.
March 15	Charter Status Granted - Please!!!!
March 16	Applications for enrollment distributed.
March 21	Informational meetings in surrounding towns.
March 22	Board of Trustees Meeting: 1. Confirm new board members 2. Finalize steps to incorporate 3. Review admissions policy.
March 26	Meeting for applicants
April 10	Meeting for applicants
April 15	Close applications
April 17-23	Conduct applicant interviews
April 24	Board of Trustees Meeting: 1. Review applications 2. Decision on janitorial services and grounds maintenance.
April 26	Admissions lottery
April 27	Letters of confirmation of enrollment mailed.
May 1	Issue student enrollment to the E.O.E.
May 6	"Ground Breaking" Ceremony at site

8. TIMETABLE (Continued)

May 17	Board of Trustees Meeting: 1. Review hiring needs 2. Discuss site needs 3. Review and establish code of conduct.
May 20	Parents' Forum
June 1	Occupy building
June 4	Family picnic at school
June 15	Issue Student Handbook
June 21	Board of Trustees Meeting: 1. Review hiring process 2. Review site progress
June 25	Place ads for hiring
July 10	Order materials
July 14-22	Schedule hiring interviews
July 24	Board of Trustees Meeting: 1. Review applicants 2. Review budget
July 26	Issue letters of hire
August 7-11	Staffing begins
August 14-18	Ready classrooms
August 21-25	Orientation week for students without Montessori experience.
August 28-31	Orientation week for students without Montessori experience.
September 5	School begins
September 9	"All School Day" community building activities for families and staff
September 18	Board of Trustees Meeting

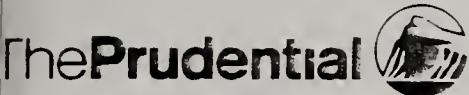
9. EVIDENCE OF SUPPORT

A. Scope of Community Backing

Global Child Charter School has been an evolution of a dream. Starting with two who believed in the power of public education and the need to address reform, the School has become the hope of many dedicated individuals. Our work could not have moved forward without the sense of purpose and need that we gathered from conversations with friends, neighbors, parents, business members, and others who have supported us along the way. We are including letters of support which is a small sampling of interest in *Global Child Charter School*.

B. Letters of Support

Letters of Support follow.



Page Realty

489 Main Street
Medfield, MA 02052
(508) 359-2331

February 14, 1995

Executive Office of Education
Piedad F. Robertson, Secretary
1 Ashburton Place, Room 1401
Boston, Ma. 02108

To whom it may concern:

The Prudential Page Realty supports the Charter School movement because of the growing population in this area, and the existing interest and support by parents and community, for educational alternatives to public sector.

We feel that the Montessori School would provide innovative programs for students, and a greater choice for education while bringing management and accountability to the level of parents, teacher, students and the community.

Very truly,

Albert L. Rao
President



Dear Secretary Robertson,

I am a member of the Medfield community.

I support educational reform as a means to more effectively cut the cost of education and meet the needs of individual students.

I would support Global Child Charter School by:

- attending an informational meeting
- by serving as an advisor or board member
- offering my services as a volunteer

Name Nancy L. Placido

Address 324 South Street

Town Medfield Zip Code 02052

Signature Nancy L. Placido Date 2/13/95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

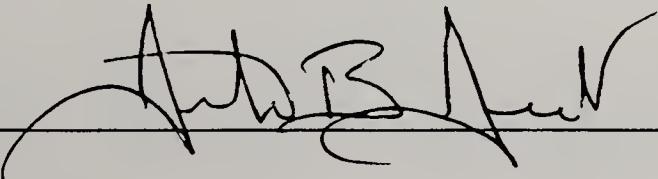
- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Jonathan B. Timber

Address 24 Marley Rd

Town Medfield, MA Zip Code 02052

Signature



Date 2/12/95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Amy E. Dember

Address 261 Marilyn PJ

Town Medfield Zip Code 02052

Signature J. M. D. Date 2/12/95

Dear Secretary Robertson,

I am a parent of a child in the Private school system. (Milis)

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Alma Bair

Address 23 Dover Farm Rd

Town Medfield Zip Code MA

Signature N. Bair

Date Feb 10, 95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Linda Harrington

Address 5 Longmeadow Rd

Town Medfield MA Zip Code 02052

Signature Linda Harrington Date 11/11/11

Dear Secretary Robertson,

I am a parent of a child in the Westwood school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Deborah Meahl

Address 127 Far Reach Rd.

Town Westwood Zip Code 02090

Signature Deborah A. Meahl Date 2-10-95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Jane Tremlett

Address 13 Rocky Lane

Town Medfield Zip Code 02052

Signature Jane Tremlett

Date 3/3/15

Dear Secretary Robertson,

I am a parent of a child in the Naugatuck school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Linni Pouls

Address 4 Powder house

Town Naugatuck Zip Code 06705

Signature Linni M Pouls Date 10/10/12

Dear Secretary Robertson,

I am a parent of a child in the Whitelock school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

attending an informational meeting
 sending my child/children to the school
 by serving as an advisor or board member
 offering my services as a volunteer

Name Marie Zell M.A.

Address 95 Pine St

Town Melfield, MA Zip Code 02052

Signature Marie Zell M.A. Date 2/12/05

Dear Secretary Robertson,

I am a business person in the town of Wellesfield.

I support the idea that a broader range of public education choices can only benefit the community.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Jo-Ann Gipee

Business True Paws Ltd.

Address 31 Park St.

Town Wellesfield Ma Zip Code 02652

Signature Jo-Ann Gipee Date 2-10-95

Dear Secretary Robertson,

I am a parent of a child in the Montessori school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Elan Bain

Address 1 International Place

Town Boston MA Zip Code 02110

Signature Elan Bain Date 3/11/95

Dear Secretary Robertson,

I am a member of the Wellesley community.

I support educational reform as a means to more effectively cut the cost of education and meet the needs of individual students.

I would support Global Child Charter School by:

- attending an informational meeting
- by serving as an advisor or board member
- offering my services as a volunteer

Name Laura Mikell

Address 15 Stuart St

Town Wellesley MA Zip Code 02481

Signature Laura Mikell Date 5/15/07

Dear Secretary Robertson,

I am a parent of a child in the Melway Public school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Stephanie Mahon

Address 1 Gable Way

Town Melway Zip Code 02053

Signature Stephanie Mahon Date 2-9-75

Dear Secretary Robertson,

I am a parent of a child in the WEELOCK school system. MEMORIA
of DALE

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

attending an informational meeting
 sending my child/children to the school
 by serving as an advisor or board member
 offering my services as a volunteer

Don't know anything about them, but would be interested in listening

Name Michael TARICANO

Address 35 Erie Rd

Town WEELOCK Zip Code 02051

Signature Michael Taricano

Date 11/15

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Teresa Duroche

Address _____

Town Medfield MA Zip Code 02052

Signature Teresa Duroche Date 2/11/95

Dear Secretary Robertson,

I am a parent of a child in the Norfolk County Day school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

attending an informational meeting
 sending my child/children to the school
 by serving as an advisor or board member
 offering my services as a volunteer

Name CATHY Scilla

Address 24 Rock, Ln

Town Metfield Zip Code 02152

Signature 

Date 2/1/95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name J. Wilkinson

Address 13 Linchwood Rd

Town Medfield Zip Code 02052

Signature J. Wilkinson

Date 2/11/95

Dear Secretary Robertson,

I am a member of the Midfield community.

I support educational reform as a means to more effectively cut the cost of education and meet the needs of individual students.

I would support Global Child Charter School by:

- attending an informational meeting
- by serving as an advisor or board member
- offering my services as a volunteer

Name Ronnie Sauer

Address 14 Penobscot St

Town Midfield Zip Code

Signature Ronnie Sauer Date 2/17/95

Dear Secretary Robertson,

I am a parent of a child in the MEDFIELD school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Jane Hackett

Address 11 Emerson Rd.

Town MEDFIELD Zip Code 02052

Signature Jane Hackett

Date Feb. 9, 1995

Dear Secretary Robertson,

I am a parent of a child in the Milis school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Kassandra Bayliss

Address 18 Vankleek Rd

Town Milis Zip Code 02044

Signature Kassandra Bayliss Date 2/2/21

Dear Secretary Robertson,

I am a parent of a child in the Mills school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Jackie Magnarelli

Address 83 Walnut St

Town Mills Zip Code 02041

Signature Jacie Magnarelli

Date 10/10/11

Dear Secretary Robertson,

I am a parent of a child in the Milis school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name (Patti) Lee

Address 56 Forest Rd

Town Milis MA Zip Code 02054

Signature (Patti) Lee Date 3-9-95

Dear Secretary Robertson,

I am a parent of a child in the Millis school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Sue Pyle

Address 313 Exchange St.

Town Millis Zip Code 02054

Signature Sue Pyle Date 2/1/05

Dear Secretary Robertson,

I am a parent of a child in the FRANKLIN school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Pat MacRae

Address 11 RICHARD LANE

Town FRANKLIN Zip Code 02048

Signature Pat MacRae Date _____

Dear Secretary Robertson,

I am a parent of a child in the Medfield Schools school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Joan Dressel

Address 16 Eastmount Rd.

Town Medf. Zip Code _____

Signature Joan Dressel

Date Feb 13 '93

Dear Secretary Robertson,

I am a parent of a child in the Medfield Memorial and Wheelock schools system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Susan Armstrong

Address 4 Deerfield Dr.

Town Medfield Zip Code 02052

Signature Susan Armstrong Date 2/13/95

Dear Secretary Robertson,

I am a parent of a child in the Foxboro school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name ERIN PASTUSZEWSKI

Address 243 North St.

Town Medfield, MA Zip Code 02052

Signature Erin S. Pastuszak Date 2-13-95

Dear Secretary Robertson,

I am a parent of a child in the Medway school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

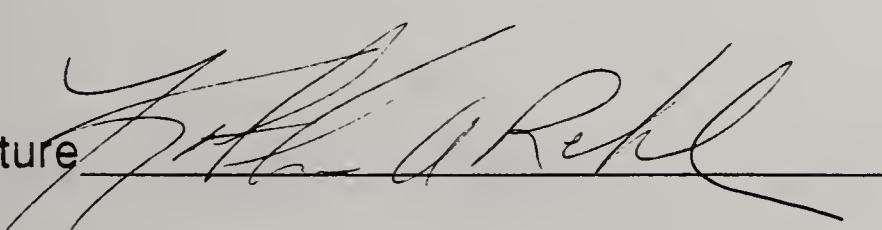
I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Elizabeth Rehl

Address 5 Barber St.

Town Medway MA Zip Code 02053

Signature  Date 2/14/95

Dear Secretary Robertson,

I am a parent of a child in the Medfield school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Mark Eliscu

Address 15 Indian Hill Rd

Town Medfield MA Zip Code 02052

Signature Mark Eliscu

Date 2/10/95

Dear Secretary Robertson,

I am a parent of a child in the Medfield, MA school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Dawn AMARAL

Address 4 Snyder Rd

Town Medfield Zip Code 02052

Signature D. Amaral

Date 2/4/95

Dear Secretary Robertson,

I am a business person in the town of Medfield, MA.

I support the idea that a broader range of public education choices can only benefit the community.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Robert Amaral

Business Perennial Software

Address 4 Snyder Road

Town Medfield Zip Code 02052

Signature Robert Amaral Date 2/15/95

Dear Secretary Robertson,

I am a parent of a child in the Urbisfield, MA school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Patricia Daily

Address 7 Telephone St

Town Urbisfield, MA Zip Code 02552

Signature Patricia Daily Date 10/15

Dear Secretary Robertson,

I am a parent of a child in the Medfield MA school system.

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Cherie Scott

Address 6 Remond St

Town Medfield Zip Code 02052

Signature Cherie Scott Date 2/17/15

Dear Secretary Robertson,

I am a parent of children in the public + private school systems,

I would support any efforts to increase the educational options afforded my family by the town's public schools.

I would support Global Child Charter School by:

- attending an informational meeting
- sending my child/children to the school
- by serving as an advisor or board member
- offering my services as a volunteer

Name Melissa Hellervik-Bing

Address 9 Penobscot St.

Town Medfield Zip Code 02052

Signature Melissa Hellervik-Bing Date 14 feb. 95

United States Senate
WASHINGTON, DC 20510

One Bowdoin Square
Tenth Floor
Boston, MA 02114
(617) 565-8519

November 17, 1994

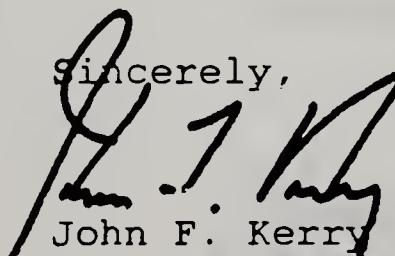
Kathleen A. Gasbarro
1 New Emerald Lane
Wrentham, Massachusetts 02093

Dear Ms. Gasbarro:

Thank you for contacting my office with your request for information on the funding of charter schools.

As you know, the Reauthorization of the Federal Elementary and Secondary Education Act will make funds available for the establishment of charter schools. The regulations for such funding are expected to be published in February or March 1995. After January 1, 1995, however, you will be able to get information about this funding by calling the Department of Education at (202) 260-2671. Instructions and regulations will also be published in the Federal Register, which should be available at your public library.

Thank you again for contacting me. Please do not hesitate to contact me, or any of my staff members, if we can be of further assistance.

Sincerely,

John F. Kerry
United States Senator

JFK/bkc/ag

United States Senate

WASHINGTON, DC 20510-2101

November 16, 1994

Ms. Kathleen Gasbarro
1 New Emerald Lane
Wrentham, MA 02093

Dear Ms. Gasbarro:

Thank you for your recent correspondence regarding the availability of federal funds under the Elementary and Secondary Education Act.

Currently, the Department of Education is reviewing the legislation and writing the regulations for its implementation. The Department is expecting to complete the process within the next year, enabling grant awards to be made for FY 1996.

I hope this information is helpful to you.

If you have further questions, please contact Jennifer Schaeffer of my Boston Office Staff. I assure you she will make every effort to be of assistance.

With best wishes,

Sincerely,



Edward M. Kennedy

2400 JFK Federal Building
Boston, MA 02203

10. EDUCATIONAL PROGRAM

A. Curriculum Objectives and Content

There are three unique and key elements to Montessori methodology. They are: 1) the role of the teacher, 2) the prepared environment, and 3) the use of multi-aged groups of children. Each component is interconnected to the Montessori approach.

- 1) *The role of the teacher* is redefined with the vast majority of student work being self-directed and self-motivated. Although the teacher is careful to present activities in a clear, step-by-step order, the child is free to choose from a vast array of activities. The teacher is trained point for point with the curriculum, but equally important is the ability of the teacher to observe and guide each child's unique learning techniques. It is also the role of the teacher to carefully prepare the classroom environment to stimulate interest, produce cohesiveness, and facilitate learning.
- 2) *The prepared environment* as a Montessori concept implies the construction of a classroom to maximize independent learning and exploration on the part of the child. The concept is that the total environment be designed to convey the essential principles of all disciplines through sequenced order and aesthetic appeal. A Montessori-prepared environment sparks imagination, leads to abstraction, and provides a system of information storage and retrieval. The Montessori environment holds the sequences of study in its physical order. A Montessori classroom incorporates a myriad of manipulatives and visual materials. A student finds math manipulatives, map displays, moveable alphabets, spatial timelines, pictorial zoology, botany charts, classified nomenclature booklets, live animals, and a collection of natural specimens. The prepared environment is a coat of many colors, taking the child into a great, inspiring overview that is tangible, understandable, and far-reaching.

Given the breadth and depth of the Montessori environment, each child can seek to learn in a variety of ways. The special environment enables children to explore qualities of materials through various tasks which induce thinking about relationships. The prepared environment offers practical occasions for introducing social relationships through free interaction. The logically sequential nature of the prepared environments orderly structure guides discovery. Theorems are discovered, not presented. Spelling rules are derived through recognition of patterns not merely memorized. Every aspect of the curriculum involves creative invention and careful, thoughtful analysis. In viewing the learning outcomes of each Montessori level, it must be emphasized that why and how students arrive at what they know is just as important as what they know.

3. *The use of multi-aged grouping of children* goes hand in hand with the self-directed, individualized learning, and the prepared environment. Montessori groups children in three-year age spans. This affords maximum stimulation for the young child, enabling him or her to imitate and internalize skills before he or she receives a lesson. The classroom has a heritage. Knowledge and behavior is passed on from one level to the next. The oldest children provide leadership, reliable friendships, and academic learning which peers do not always provide.

Older children benefit from helping younger children by reinforcing their own knowledge by teaching the younger. An older child also model behavior for younger group members. The older child can humanize his or her own character by empathizing with the needs of children who are smaller and more expressive. Many times, shy and introverted with peers, older children can become outgoing and confident with younger children. They return to their own age group with new felt confidence.

In addition, because of the open-endedness of the Montessori environment, there is no ceiling to what a child can do. In collaboration with the teacher, all levels of learning can take place, maximizing the individual potential of the child in an environment that has a place for everyone. Multi-age groupings mean more group options respective to ability and interest. Because there is a wider program for varied levels, there are wider options for the child's individual pace.

Global Child Charter School will have the following multi-age groups:

Primary* and Kindergarten	Ages 3 - 6
Lower Elementary	Ages 6 - 9
Upper Elementary	Ages 9 - 12
Middle School	Ages 12 - 15

(*Please note that the primary ages of 3 and 4 will be privately funded.)

In addition to the basic structure and pedagogy of *Global Child Charter School* as presented above, a broad review of the subject areas utilized by the multi-age groups follows. A more detailed curriculum follows this review.

Montessori Preschool Program: The Montessori classroom is a "living room" for children. Children choose their work from among the self-correcting materials displayed on open shelves, and they work in specific work areas. Over a period of time the children develop into a community working with high concentration and few interruptions. Normalization is the process whereby a child moves from being undisciplined to self-disciplined, from disorder to ordered, from distracted to focused, through work in the environment. The process occurs through repeated work with materials that captivate the child's attention. For some children this "inner change" may take place quite suddenly, leading to deep concentration. In the Montessori pre-school, academic competency is a means to an end, and the manipulatives are viewed as "materials for development."

In the Montessori preschool, five distinct areas constitute the prepared environment:

- ◆ *Practical life* enhances the development of task organization and cognitive order through care of self, care of the environment, exercises of grace and courtesy, and coordination of physical movement.
- ◆ *Sensorial* enables the child to order, classify, and describe sensory impressions in relation to length, width, temperature, mass, color, etc.
- ◆ *Mathematics* makes use of manipulative materials to enable the child to internalize concepts of number, symbol, sequence, operations, and memorization of basic facts.

- ◆ *Language arts* includes oral language development, written expression, reading, the study of grammar, creative dramatics, and children's literature. Basic skills in writing and reading are developed through the use of sandpaper letters, alphabet cut-outs, and various presentations allowing children to link sounds and letter symbols effortlessly and to express their thoughts through writing.
- ◆ *Cultural* exposes the child to basics in geography, history, and life sciences. Music, art, and movement education are part of the integrated cultural curriculum.

The prepared environment unifies the psycho-social, physical, and academic functioning of the child. The important task of school is to provide students with an early and general foundation that will enable them to acquire more specialized knowledge and skills throughout their school career.

Montessori Elementary Program (ages six to twelve): The elementary program offers a continuum built on the preschool experience. The environment reflects a new state of development and offers the following:

- ◆ Integration of the arts, sciences, geography, history, and language that evokes the native imagination and abstraction of the elementary child.
- ◆ Presentation of knowledge as part of a large-scale narrative that unfolds the origins of the earth, life, human communities, empires, and modern history, always in the context of the wholeness of life.
- ◆ Presentation of formal scientific language of zoology, botany, anthropology, geography, geology, etc., that exposes the child to accurate organized information and respects the child's intelligence and interests.
- ◆ Use of timelines, pictures, charts, and other visual aids that provide a linguistic and visual overview of the first principles of each discipline.
- ◆ Mathematics curriculum presented with concrete materials that simultaneously reveal arithmetic, geometric, and algebraic correlations.

- ♦ Emphasis on open-ended research and in-depth study using primary and secondary sources (no textbooks or worksheets) as well as other materials.
- ♦ Going out to make use of community resources beyond the four walls of the classroom.

As in the preschool, the Montessori materials are a means to an end. They are intended to evoke the imagination, to aid abstractions, to generate a world view about the human task and purpose. The child works within a philosophical system asking questions about the origins of the universe, people, and their differences, etc. On a factual basis, interdisciplinary studies combine geological, biological, and anthropological science in the study of natural history and work ecology.

The program is made up of connective narratives which provide an inspiring overview of the great lessons. Great lessons span the history of the universe from the "big bang" theory, the origin of the solar system, earth, and life forms to the emergence of human cultures and the rise of civilization. Aided by impressionistic charts and timelines, the child's study of detail in reference to the great lessons leads to awe and respect for the totality of knowledge.

Studies are integrated not only in terms of subject matter, but in terms of moral learning resulting in appreciation and respect for life, a fundamental belief in progress and the contribution of the individual, moral empathy, the universality of the human condition, and the meaning of justice.

Montessori Middle School Program (ages twelve to fifteen): Middle school ushers in a new level of independence which must be provided for in the Montessori environment by increasing activity from the point of view of work level, choices, and planning. In the middle school, the great lessons and impressionistic timelines and charts are replaced with overviews of general sequences of learning for which the student becomes responsible in the context of an integrated whole. Within this overview, the student uses open time to collaborate on both self-initiated and instructor-initiated projects. Open time allows for individualized instruction, permits a natural pace for absorption of material presented for both mastery and emotional understanding, permits unlimited depth of pursuit based on student interest, and allows for release time to study arts, science, music, business, and photography, which connect with the academic mainstream. Adolescent programs characteristically have discrete

spaces for specialized activities: photo lab, science lab, stage, art room, and lesson rooms all adjacent to open space that unifies side rooms.

The general premise for the adolescent program is that it must bring into consciousness the moral and world view of the elementary years. Philosophical ideas related to natural history and cultural history now come into play. Great lessons evolve into great ideas derived from a serious approach to the humanities. For example, "life, liberty, and the pursuit of happiness" may be tied to a specific part of American history, but this ideal also has a life in the history of philosophy and literature.

Consistent with the moral relationships stressed in the elementary, the adolescent can make great cognitive leaps while integrating ideas and values in conjunction with current events, home-life, or special outside community programs. Service programs, such as working with the handicapped or elderly, farming as a community venture, apprenticeships or mentorships in the workplace, are a part of an advancing "going out" that gives the adolescent a combined vocational and liberal arts curriculum with a particular emphasis on economic enterprise.

The following curriculum areas are offered in the Montessori middle school:

- *Social sciences, science and geography:* the child integrates history utilizing themes from earlier studies in natural and cultural history including interdependency, evolution, life cycles, matter and energy, behavior and culture, mental health, physical health, agriculture, government, manufacturing, communication, world systems, earth preservation, and so on, in the context of social responsibility and governance. Primary readings from each historical period are emphasized.
- *Language arts:* the child develops confidence in self-expression, utilizing the seminar, oral presentation, debates, drama, video, photography, essays, play-writing, poetry, and short stories. The child explores related accounts of historical and philosophical material through literature utilizing components of style, genre, characterization, interpretation, and the art of discussion.
- *Second language and grammar:* the child revisits grammar through the study of a second language and reviews complex sentences and paragraph structure in English.

- ♦ ***Mathematics:*** the child uses higher order thinking skills to solve problems in relation to a variety of challenges from practical money transactions to computing algebraic relationships; and explores in-depth numbers, properties, simple equations, higher measurements, computer calculation and graphics, geometric proofs, and algebraic equations.
- ♦ ***Practical management:*** the child manages reality-based operations in economic enterprises including agriculture, fund-raisers, trip management, volunteerism and service, apprenticeship, and computer programming.
- ♦ ***Fine arts:*** the child utilizes a discipline-based art education plan which presents individual artistic areas of painting, acting, singing, composing, photography, dance, and sculpture, and includes a general education for aesthetic literacy which integrates the arts with other academic endeavors.
- ♦ ***Farming (optional):*** the child engages in elements of farming as an economic enterprise in care of plants and animals, maintenance of simple machines, the understanding of land use, and the operations of accounting, sales, personnel records, and working relations in ongoing projects.

Please see detailed curriculum for lower and upper elementary levels in the following appendix.

Global Child Charter School will also integrate the following areas into the general curriculum:

Second Language Education: *Global Child Charter School* will integrate foreign language study at the primary level. Keeping within the principles of Montessori, we will integrate American Sign Language and Spanish into the prepared environment through corresponding nomenclature. A basic study guide will be:

<u>Grade</u>	<u>SPANISH</u>	<u>ASL</u>
Primary/Kindergarten	story telling story reading songs beginning vocab.	alphabet story telling expressions beginning vocab.
Lower Elementary	story reading vocabulary culture & customs beginning grammar	vocabulary translation culture & customs understanding deafness
Upper Elementary	reading writing culture	translation interpretation culture
Middle School	immersion community work	immersion community work

The learning of Spanish and American Sign Language will be just one important component to understanding diversity and communicating effectively with large portions of populations. Spanish is the second largest spoken language in the United States while American Sign Language is the fifth.

Peace Education: The *Global Child Charter School* will feature peace education awareness. The inclusion of a Peace Education curriculum is not new to a Montessori program. Dr. Montessori was nominated for the Nobel Peace Prize and felt the future of mankind rested within each child. The *Global Child Charter School* will work with the Peaceable Schools Institute at Lesley College to implement a curriculum appropriate for children heading into the twenty-first century.

We will use *Anti-Bias Curriculum Tools for Empowering Young Children* by Louise Derman-Sparks and *Teaching Young Children in Violent Times Building a*

Peaceable Classroom by Diane E. Levin, Ph. D. as a beginning point for the development of the curriculum. Peace Education will include the following elements:

- Setting the stage for peace
- Peace and conflict
- Communication
- Affirmation
- Fostering cooperation
- Working with feelings
- Resolving conflict creatively
- Appreciating diversity
- Bias awareness
- Peacemakers

Outdoor Education: *Global Charter Child School* will promote outdoor education to complement the classroom, school community, and the town community. We will build a "ropes course" that will be used as follows:

- ♦ To enhance children's physical development
- ♦ To promote cooperation and effort between students
- ♦ To build the school community with a scheduled day for families and teachers to work the ropes course together (description follows).
- ♦ To involve the community as a whole with *Global Child Charter School*.

B. Teaching Methods

As described above, the Montessori method of teaching will be used at *Global Child Charter School*. Montessori teachers are specifically trained in child development, curriculum development, materials use, and classroom preparation. A Montessori teacher must have a thorough knowledge of the curriculum and is trained to use points of interests to allow the student to repeat concepts without repeating drills.

At *Global Child Charter School* a child will have the same teacher for three years based on multi-age groupings. Having this continuity allows for the teacher to have intimate knowledge of the child. A teacher who has the same student for three years discovers a child's strengths and weaknesses. The teacher and child know where they left off from year to year. They build strength by affirming what the child knows best and pursuing areas that need review.

C. School Calendar and Hours of Operation

Global Child Charter School will operate on the same calendar year as other schools. However, the School plans to extend the school year by Year Three by twenty days. It is the belief of the founders that a large span of time without school leads to potential gaps in knowledge. The extension of the school year to 200 days could accommodate concentrated study blocks during the summer. In addition, *Global Child Charter School* will schedule during the month of August two "Orientation to Montessori" sessions for new students with no prior Montessori experience. The sessions will be in one week intervals and will be of no cost to the family.

The school day will be from 8:30 a.m. to 3:30 p.m. There will be an after school program available to students of the School and other children at a cost to the individual family.

Appendix

To Preceding Section

The Montessori Elementary Curriculum

Please note that this is not an exact chronological schedule of the presentation of curriculum to elementary students. Children learn at a wide variety of rates and may have some materials presented before or after the years indicated, as they are ready.

6 - 7 Years

Mathematics

(Continued from the Primary)

- A. Numeration 1 - 10
- B. Decimal System
- C. Concepts of Operations:
Addition and Subtraction
- D. Stamp Game and Dot Game:
Addition and Subtraction

(First Year)

- A. Memorization: Addition and Subtraction
- B. Concepts of Operations: Multiplication
- C. Stamp Game: Multiplication
- D. Concepts of Operations: Division

Language

(Continued from the Primary)

- A. Writing
- B. Composition Content, Indirect Preparation
- C. Reading: Words

(First Year)

- A. Penmanship
- B. Spelling
- C. Composition Content, Direct Preparation
- D. Composition Form, Indirect Preparation
- E. Grammar Functions:
Article, Noun, Adjective, Verb
- F. Reading Sentences

History and Geography

(First Year)

- A. Exercises of Time
- B. Preparation for Time Lines
- C. Fundamental Needs of Man
- D. Flags, Maps and Land Forms

Biology

(Continued from the Primary)

- A. External Parts of Animals

(First Year)

- A. First Knowledge of Animals
- B. Botany Nomenclature

Physical Sciences

(First Year)

- A. First Knowledge of Mineral Kingdom
- B. Man and Minerals
- C. First Knowledge of Astronomy

7 - 8 Years**Mathematics**

(Second Year)

- A. Snake and Bead Exercises,
Addition and Subtraction
- B. 1st Bead Frame, Hierarchical Materials
- C. Checkerboard - Bank Game
- D. Memorization, Multiplication
- E. Stamp Game, Division
- F. Memorization, Division
- G. Division with Hierarchical Materials
- H. Concepts of Operations: Fractions
- I. 2nd Bead Frame
- J. Powers

Language

(Second Year)

- A. Penmanship
- B. Spelling
- C. Composition Content, Direct Preparation
- D. Composition Form, Direct Preparation
- E. Reading Analysis, Sentence Construction
- F. Grammar Functions
Pronoun, Adverb, Conjunction, Preposition,
Exclamation
- G. Use of Dictionary, Encyclopedia, Library
- H. Reading Books
- I. Interpretive Reading

Geometry

(Second Year)

- A. Perpendicular and Oblique Lines
- B. Angles
- C. Measuring Angles
- D. Regions
- E. Triangles
- F. Concepts of Operations:
Not-equal-to, equivalence, equal-to

History and Geography

(Second Year)

- A. Exercises of Time
- B. Time Line of Life
- C. Fundamental Needs of Man
- D. Clock of Eras, History of the Earth
- E. Flags, Maps and Land Forms
- F. Geography Nomenclature

Physical Sciences

(Second Year)

- A. Mineral Kingdom Nomenclature, Classification
- B. First Knowledge, Geological History
- C. Man and Minerals
- D. Solar System
- E. Constellations
- F. First Knowledge, Weather

Biology

(Second Year)

- A. First Classification of Animal Kingdom
- B. Botany Nomenclature

8 - 9 Years

Mathematics

(Third Year)

- A. New Math: Angles, Polygons, Area
- B. Golden Bead Frame
- C. Continued Multiplication Memorization
- D. Powers
- E. Continued Division with Hierarchical Materials
- F. Continued Fractions

Language

(Third Year)

- A. Continued Spelling, Penmanship, Composition
- B. Continued Composition Direct Preparation
- C. The Real Study of Grammar
- D. Dictionary, Encyclopedia, Library Research Skills
- E. Interpretive Reading

Geometry

(Third Year)

- A. Sensorial Exploration of Polygons
- B. Relationships Between Angles
- C. Equality, Nonequality
- D. Quadrilaterals
- E. Further Study: Concepts Equal-to, Equivalence, Not-Equal-To
- F. Third Triangle Series

History and Geography

(Third Year)

- A. Continued Time Line of Life
- B. Time Line of the Earth
- C. Continued Flags, Maps, Land Forms
- D. Geography Nomenclature, Level 2

Physical Sciences

(Third Year)

- A. Continued Mineral Nomenclature
- B. Geological History Nomenclature
- C. Continued Solar System, Constellations
- D. Continued Weather, Clouds Nomenclature
- E. Volcanoes

Biology

(Third Year)

- A. Continued Animal Kingdom
- B. Continued Botany Nomenclature
- C. First Knowledge: Plant Kingdom

An Overview of the Montessori Curriculum for 9-12 Year Olds

This paper rather briefly describes basic areas covered in the 9-12 classroom. Some subjects involve numerous specific presentations of material, and reviews of concepts involved; in certain areas, such as the basic operations of arithmetic and particular language skills, work is ongoing and may require several months of study. In general, what follows may serve as a guide to the upper end of the elementary curriculum.

What cannot be expressed within a framework such as this is the great store of learning which results from the child's immersion in an atmosphere of respect for and responsiveness to each individual's needs and potential for creative, constructive efforts. The tools of the teacher and students in the upper elementary classroom are drawn from an awareness of the great scope of human cultural achievement, and are employed within a community of peers and contributing adults.

Math

- The four basic operations of arithmetic (addition, subtraction, multiplication, and division)

- Continuing review and expansion of the above concepts, including word problems and problems involving money

- Operations involving fractions

- The study of decimal fractions, including numeration and all operations

- Study of binomial, trinomial, and quadrinomial squares (mathematical analysis)

- Squaring and the study of Square Root

- Cubing

- Algebraic analysis of the binomial and trinomial cubes e.g., $(a+b+c)^3$

- Positive and negative integers

- Ratio & Proportion

- Percentages

- Cube root

- Introduction to algebra

Geometry

- Review of basic concepts in geometry (covered in 6-9)

- Review and extension of concepts of similarity, congruence, and equivalence

- Further nomenclature of plane figures

- Further study of angles

- The area and perimeter of plane figures (inc. rectangles, parallelograms, triangles, trapezoids)

- Parts of the polygon

- Further study of triangles

- Parts of a circle (incl. formulas for determining circumference and area)

- Volume

Language

- A review of the parts of speech
- Advanced study of all parts of speech, with particular emphasis on verb forms and types of pronouns
- Review of the parts of a sentence (sentence analysis)
- Advanced sentence analysis (study of clauses, types of sentences)
- Calligraphy
- The **Cambridge Latin Course**- offering a new look at the structure of written language as well as the enhancement of vocabulary skills; this is a multi-level program, which has applications at each age level.

Note: A great deal of written work at the upper elementary level is centered around the student's own research, both individually and in group projects, and is generally related to topics studied in the cultural subjects. Periodic exercises in capitalization and punctuation also reinforce basic written skills. Forms of composition explored include paragraph writing, book reports, and longer research papers, as well.

Reading skills are reinforced daily or frequently through contact with such programs as the McGraw-Hill Reading for Concepts series and the Barnell-Loft Specific Skill series.

Cultural Subjects

Within the Montessori curriculum, such areas as history, geography, biology, botany, and physical science are considered cultural subjects, in that they contribute to the child's awareness of the world around us. To the degree that it is possible, these areas are integrated, i.e., a presentation on the formation of the earth will contain experiments generally considered physical science or chemistry, and the child might be expected to express the concepts involved artistically or in written form, as well as repeating the experiments individually.

Cultural subjects provide the backbone of the entire Montessori elementary curriculum, and offer innumerable opportunities for special projects of interest to the child. Also, cultural subjects provide a means through which children are exposed to Dr. Montessori's Cosmic View, which is essentially an ecological and holistic theory concerning the interrelatedness of all things. Specific topics traditionally covered are presented below. No individual is expected to cover this somewhat ambitious agenda in a given year; rather this sequence is designed to represent work undertaken during the three year cycle.

History

-The Time Lines of Early Humans:

- #1. From the earliest humans to the Upper Paleolithic period
- #2. The Upper Paleolithic period and the transition to civilization

-The Time Line of Civilization

- From the birth of agriculture to modern times

-Detailed Studies of Great Civilizations:

1. Egyptian
2. Pre-Columbian America (Maya, Aztec, Inca)
3. Greek

4. Roman
5. China

6. Also- the Vikings the Middle Ages
the Renaissance

The study of ancient civilizations involves advanced materials such as the History Question Charts and the Migration Charts.

- The Study of American History
- Regional and local history

Economic Geography

This series of presentations demonstrates where key products originate, and how we must depend upon one another to meet our needs. A study of imports and exports is included.

Geography

- Advanced studies of physical features of our world
- Detailed studies of the continents and countries of the world
- World geography is also reinforced through games involving maps, flash cards, and map study pertinent to areas researched in history study.

Biology/Botany/Zoology

- Classification of the animal kingdom
- Comparative studies of animals-- their vital functions
- Classification of the plant kingdom, including experiments and projects
- Use of the microscope:
 - basic skills
 - cell study

study of protozoa

-The Chinese Boxes-- advanced study of the animal and plant
kingdoms

-The Great River-- study of the human body, its systems and
functions

Prepared by Gary Davidson (rev. 1/86)

9-12 Course Contents

Elementary Theory II

Roots of Montessori Elementary
Guided Observation of Upper Elementary Class
Characteristics of the 9 - 12 Child

Characteristics of Older Children Related to the Preparation of the Environment
Going Out for the Upper Elementary Level

Elementary Methods II

Remediative Techniques for New Students with Earlier Montessori Materials
The Role of the Environment in Curriculum Implementation
Independent Project in Environmental Design
Principles of Curriculum Design and Enrichment
Media Techniques in the Elementary Classroom
Use of Computers by Teachers
Use of Computers by Students
Assessment Methods and Reporting Procedures

Professional Issues II

Fostering Communication Between School and Parents
Counseling Parents Regarding Future School Choices
Approaches to Starting and Developing New Classes
Professional Development Beyond the Classroom

Elementary Mathematics II

The Mathematical Mind
The History of Mathematics
Remediation with 6-9 Math Materials

Whole Number Operations: From Materials to Abstraction in Basic Operations

Concepts of Number

Other Number Systems: Egyptian, Roman

Expanded Notation

Scientific Notation Using Powers of Ten

Powers of Other Numbers

Numeration in Other Base Systems

Review of Multiples, GCM, LCM, Prime Numbers, Divisibility

Study of Integers (Relative Numbers)

Fractions:

Review of Essential Concepts

Types of Fractions: Real, Apparent, Improper

Concept of Mixed Numbers

Operations with Fractions

Decimals:

Review of Numeration and Essential Concepts

Operations with Decimal Numbers

Last Passages of Binomial and Trinomial

Square Root

Cubing and Cube Root

Pre-Algebra Exercises

Non-Traditional Mathematics Subject Areas

Problem solving activities

Creating and Using Word Problems

Working with multi-step problems

Percentage

Basic Consumer Math

Probability

Calculator Literacy

Elementary Geometry II

Formation of Regions

Simple closed curves to polygons

Analysis of Triangles

Congruency, Similarity and Equivalence

Review of Basic Ideas

Further Study

Quadrilaterals

Pythagorean Theorem

Further Study of Polygons

The Circle

Area

Total and Lateral Surface Area - The Five Regular Polyhedra

Volume

Elementary Language II

Reading and the Older Child

The Real Study of Grammar

Definite and Indefinite Articles

Properties of Adjectives: Comparative and Superlative

Other types of Adjectives

Study of the Verb (the Verb Box)

tenses with charts

conjugation of verbs

moods

regular and irregular

voices: active and passive

forms of verbs: Interrogative, negative and emphatic

Advanced Grammar Boxes

Reading Analysis: Second Level

subject, predicate, direct object, indirect object

attributes and adverbials

types of predicates

clause analysis

Research Skills

research models and methods
library skills
outlining and writing research reports

Life Science

Incorporates curricula traditionally found in advanced Botany, Zoology, and Human Physiology, Human Sexuality, and Physical Education

Advanced Botany: Vital Functions of Plants
Chinese Box for Botany Classification
Vital Functions of Animals
Chinese Box for Animal Classification
Second Level Time Line of Life
Interdependency
Ecology
Non traditional: Environmental Awareness Activities

Elementary Science II

Review of basic principles of matter and energy
Basic and intermediate concepts in chemistry
Experiments related to magnetism and electricity
Experiments related to light
Experiments related to heat
Introduction to relativity and contemporary topics in physics

Global Studies

Geography Component:

Advanced study of physical features of Earth
Detailed study of continents and countries
Economic geography and population study

History Component:

Time Line of Early Humans
Study of Civilizations

History of Country or Region

Personal History

Contemporary Issues: model for study

Geology and Study of Global Resources

Art and Music of diverse, representative cultures

Group Development and Parent Education

It is our intention to forge a community at **Global Child Charter School**. It's members will include not only the students and teachers, but the student's family as well. Certainly this is not a new idea in education, however, we're confident that what follows is a new approach to facilitating this process.

In the 1980's it became popular for businesses to send their employees to 'Group Development' seminars that consisted of physical challenges and problem-solving initiatives completed in an outdoor environment. This was an offshoot of the Outdoor Education movement that had it's genesis in the 1970's with the advent of organizations like Project Adventure, Project Wild, and Nature's Classroom. Managers and even CEOs were able to witness their employees at work on equal terms, a rare chance to see tangible examples of their problem-solving skills. More importantly, effective teams were formed, groups of people more accurately attuned to themselves and their peers. We propose using this technique to form the student's education team - Student, Parent, Teacher - and make it the foundation of each student's experience at **GCCS**. Beyond Parent's Night, beyond Parent/Teacher Conferences, beyond volunteer hours there is an opportunity to more completely involve the family in the child's education, not only by increasing the amount of time the parent spends at the school but by forming a more effective team of the principle players.

A typical program will take place over the course of one day, with a break for lunch. All initiatives are 'low-ropes', and require no safety equipment outside of the group's attention to each participant. Most are large-group activities.

9 am	Parents, students and teachers gather at the school. There are several brief circle games that initiate the group-building process and introduce the group. The group is then broken into several smaller groups and instructed in the use of 'spotting' to see participants safely through the initiatives. This involves demonstrating how to follow a person through an element, attentive to their balance and focused on the torso, keeping hands raised at all times to offer support as needed. This also facilitates a building of trust between group members, intrinsic to each group's success.
10 am	The group is split into several smaller ones and each leaves with their instructor for one of the initiatives. Before each activity the group is given time to form a plan. After completing each challenge the group sits with their instructor who facilitates discussion around the activity and it's resolution.

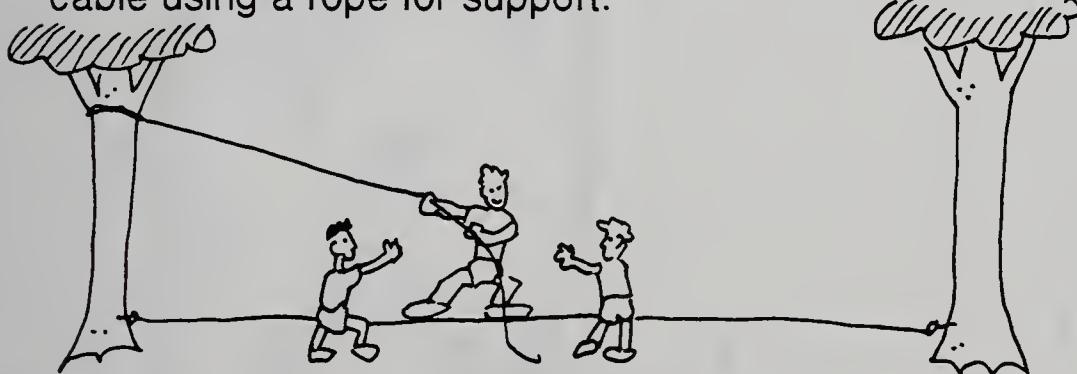
-Balance Log

In this activity the group is asked to form a line on the log. Their task is to reverse the order of the line without touching the ground.



-Tension Traverse

This activity requires the group to spot each individual member as they traverse a cable using a rope for support.



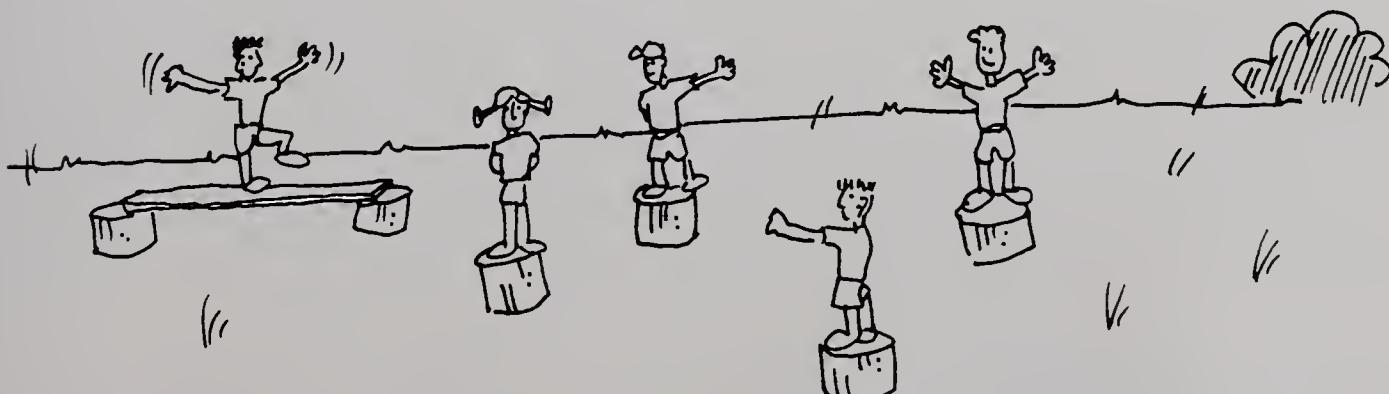
-Lemon Squeeze

The group must pass each member through the suspended tire without touching the outside of it. Spotting is integral to the successful completion of this element.



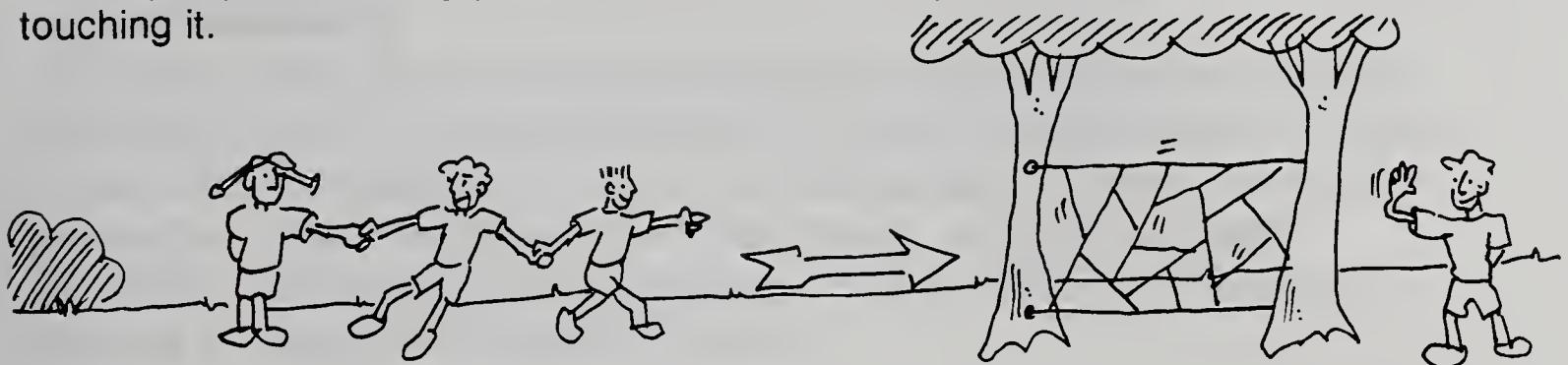
-Stump Garden

In this activity the group must cross over each of the stumps using the board provided without touching the ground. The element is completed when the each individual in the group is standing on a stump.



-Spider's Web

The group must safely pass each member through the bungee cord 'web' without touching it.



-The Wall

This is the final test for the group. They must safely pass each member of the group over the wall.



11. STUDENT PERFORMANCE

A. Student Assessment

The *Global Child Charter School* believes that evaluation and assessing student learning is a part of the educational process. Evaluation does not exist in isolation. To succeed in the educational process it is pertinent that we follow an evaluative process that reflects the intrinsic task of the learner: to acquire and apply knowledge. Authentic evaluation represents learning, guiding (teaching), and assessing as ongoing and intertwined elements.

Evaluation is the responsibility of the teacher, the parents, and most importantly, the children themselves. At the school, this will be facilitated through the advocate/learner/mentor conferences. The role of the child will be as important as the parent/advocate and the teacher/ mentor. It is the responsibility of all concerned to be equal partners in the process.

Global Child Charter School will develop assessment strategies specifically designed to measure the unique characteristics and curriculum of the Montessori environment. Student progress will be assessed by a variety of methods; evaluation through the child's interaction; through the Montessori materials and activities; through qualitative assessment methods.

Evaluation through the child's interaction:

- ◆ Teacher observations
- ◆ Portfolio assessment
- ◆ Student journals
- ◆ Student self-assessment

In the Montessori classroom, the teacher's role is one of observer. The teacher keeps detailed records of each child's work, always analyzing to provide the necessary tools that each child needs at a particular stage of development. The task of observation must not be underestimated. In analyzing observations, the teacher plans parallel activities to initiate new challenges according to the potential of each child.

Student portfolios will be used as a tool for developing goals as well as assessment for a child's progress. The portfolio might include student selected samples, teacher notes and comments, collaborative conference notes and goal setting forms, student self-evaluation and goals, competency test results. Reading, writing, math, and science journal samples will also be included in the portfolio. An important element in the selection process is the reflection on why a particular

piece was chosen. Students will be encouraged to reflect upon and evaluate their learning experiences; extracting from them the meaning of each experience, skills achieved, in order to plan more effectively for future experiences. Students will have the opportunity for reflection through a self-evaluation form. When students take the lead in selecting the contents for the portfolio, their interests become vested, and their motivation to learn becomes more intrinsic.

Evaluation through the Montessori materials and activities:

- ◆ Teacher record keeping
- ◆ Teacher observation
- ◆ Student performance (presentation of learning experience)

The Montessori educational process is carefully designed so that each of the materials and activities have a built-in control of error. Each piece of apparatus or material and activities isolates a particular concept or skill. The presentation of the activities is sequential. Each item in the Montessori classroom should be presented with a clear idea of what learning has preceded the lesson and the implications for succeeding lessons. Careful observation includes interpreting the child's ability to apply knowledge to other areas. The teacher not only observes what material a child uses but how they use it; does the child analyze, interpret and evaluate information; is there a quest for further information? Again, the teacher's careful observation and record keeping provides a valuable tool for evaluation in a Montessori environment.

Student performance or products become a valuable tool through which we gain insight into student learning processes, how a child explores, discovers, invents and solves problems. Individual learning styles and strengths in light of Gardner's multiple intelligence's, as well as cultural and linguistic strengths is significant. A student's performance may take the form of a play, book, a video, map, poster, art work, an invented game, experiment, etc.

Evaluation through qualitative assessment methods:

- ◆ Advocate/learner/mentor conferences
- ◆ MEAP test as mandated be the Educational reform bill at grades 4,8.

Information about each child will be compiled to develop a representation of the child's learning and development. The data is derived from advocate/learner/mentor conferences, the home visits, previous records, clinical observation by the teacher, and student interviews. Such information provides clues about the child's status in areas such as: learning styles, types of

intelligence's, current and emerging capabilities, prior experiences and knowledge, and possible areas needing remediation.

The *Global Child Charter School* will participate in the state's MEAP competency testing. In the past, Montessori educators have avoided standardized testing. We feel, however, that communicating with parents/advocates, the community and others in the field of education in the equivalent format of standardized testing is significant. The true evaluation of a Montessori program lies beyond pen and paper tests. Dr. Montessori's vision of the future was not of people taking tests and proceeding on the results from one grade to another. She believed that an individual's passing from one stage of development to a higher stage by means of their own potential effort and will, constituted the inner evolution of the individual.

Note: The sample forms included within this application are in the formative stage. The teaching staff of the school will develop specific forms. Again, the exact forms will reflect our commitment to a child centered, yet collaborative approach to the educational process.

B. Remediation

Referring to our stated objectives and goals, each student will reach their fullest potential. If remediation is necessary, the first step will be assessment of the problem in the context of the classroom environment. Consultation between parent, teacher, student will be conducted. If necessary, the special needs consultant will contribute to the discussion.

Remediation, where possible will be integrated into the classroom. Peer tutoring in the classroom is easily facilitated with the multi-age groupings of a Montessori classroom. When additional, concentrated instruction is necessary for the student to be successful in the classroom, such instruction will be provided. Another teacher on the staff may provide tutoring to the child at a convenient time for the family and school. If special intervention is required, for example, speech or occupational therapy, arrangements will be made through the special needs consultant. The parent advocate will always be involved in the process.

Ongoing evaluation of experiences is an essential part of the process. The "team" of advocate/learner/mentor will be active in the selection and implementation of evaluation through the combined strategies stated above. At each conference a review of the child's goals as well as school goals will be evaluated. The *Global Child Charter School* will strive to interconnect all aspects of the school objectives, the child's learning, parent/advocate goals in the evaluation process.

CHILD'S NAME

LAST

FIRST

M.

BIRTHDATE

MO. DAY YEAR

PREPRIMARY PROFICIENCIES

GROSS MOTOR	LEVEL A	DATE:	LEVEL B	DATE:	LEVEL C	DATE:
	WALKS	10-ft. X 1" line, heel-to-toe	On periphery of 6-ft. circle		On circle, in marching rhythm	
	RUNS	10 feet, true run	20 feet w/reciprocal arm action		35 feet in 3 seconds	
	JUMPS	Both feet leave floor	Over 6" high hurdle, feet together		Over 1-foot hurdle, feet together	
	BROAD JUMPS	1 foot, feet together	2 feet, feet together		3 feet, feet together	
	BALANCES	Walks 5 ft. on 4" beam	Walks to 10 ft on 4" beam/10 secs.		Walks 10 ft./2" beam (3 secs)	
	THROWS	3" ball/6 feet	3" ball/12 feet		3" ball/20 feet	
	CATCHES	8" ball, 1/5 (bounce, 2 hands)	2 out of 5		4 out of 5	
	GALLOPS	Tries	In pattern, but broken rhythm		Keeps rhythm for sequence of 10	
	SKIPS	Tries	With one foot		Alternates feet	
FINE MOTOR	MOVES TO RHYTHM	Hands or feet separately	Hands & feet		Follows game/dance	
	ALTERNATES FEET	Pedals tricycle 5 feet	Going down stairs		While climbing up ladder	
	*CARRIES	Avoids obstacles	Tray, without spilling		Coordinates with a partner	
	SUMMARY: GIVE NUMBER COMPLETED (OUT OF 12 CRITERIA)			(12 CRITERIA)	(12 CRITERIA)	
	*SELF-HELP SKILLS	Button & snap frames	Buckle & separating zipper frames		Lace & bow-tying frames	
	*HOUSEHOLD SKILLS	Polishes objects	Completes simple household tasks		Organizes maintenance tasks	
	CUTS ON LINE	8" line within 1/4"	Circle (80% on line)		Zig-zag	
	TRACES	Circle template (w/in 1/4")	Square template, makes grid lines		Triangle template, fills in	
	*DRAWS	"Sun" (circle w/ rays)	"House" (combines 2 or more shapes)		"Person" (with 4 main parts)	
	SUMMARY: # COMPLETED (OUT OF 5 CRITERIA)			(5 CRITERIA)	(5 CRITERIA)	
PERCEPTUAL	DISCRIMINATION:					
	VISUAL	Matches 8-10 pairs	Orders 6-8 in series		Inserts missing item in series	
	AUDITORY	Matches sounds of like volume	Orders sounds by volume		Matches sounds of same pitch	
	TACTILE	Matches corre. sets by texture	Orders series of 6 by texture		Inserts missing item in series	
	OLFACTOORY	*Associates smelling with nose	Matches 6 corresponding pairs		Associates odor with source (picture)	
	GUSTATORY	*Associates tasting with mouth	Matches corresponding tastes (3)		Matches flavor with source (picture)	
	*PATTERNING	Matches blocks to pattern	Copies pattern with blocks (beside)		Replicates pattern w/other material	
	*ORGANIZATION	Replicates teacher model	Explores new patterns when shown		Invents new patterns independently	
	ASSOCIATED LANGUAGE:					
	COLORS	Names 3-4	Names 5-11		Matches at least 6 written labels	
QUANTITATIVE	SHAPES	Names 1-2	Names 3-4		Names 5-10	
	SUMMARY: # COMPLETED (OUT OF 9 CRITERIA)			(9 CRITERIA)	(9 CRITERIA)	
	LOGICAL GROUPING	Sorts 2 groups by 1 attribute	Orders in matrix by 1 attribute		Orders in matrix by 2 attributes	
	COUNTS PENNIES	To 3	To 10		To 100	
	RECS. NUMERALS	1, 2	0-10		0-20	
	CARDINAL NUMBER	Makes set to match pictures 1-5	Matches set-numeral 0-9		Matches set-numeral 0-10	
	ORDINAL NUMBER	Points to first in series	Points to 1st-2nd-3rd in series		Names 1st through 10th in series	
	DECIMAL CATEGORY	Names one (unit)	Names one, ten, hundred, thousand		Finds numeral cds for 4-place quan.	
	USES DECIMAL MTR.	Matches 1 unit with symbol	Completes decimal layout (1-9,000)		Composes numbers, performs oper.	
	COMPARES SETS	Identifies sets w/one, many	Identifies sets with more/less		Finds set that is equal	
LANGUAGE	OPERATIONS	--	Understands "add," "take away"		Computes sums to 5 (from memory)	
	TIME	--	Names days of week in order		Knows current day of week	
	MONEY	Names penny	Names 2 of 3: penny, nickel, dime		Names pny, nkl, dm; knows pny=1c	
	SUMMARY: # COMPLETED (OUT OF 9 CRITERIA)			(11 CRITERIA)	(11 CRITERIA)	
	PERSONAL DATA	First & last name, age, sex	Knows month of birthday		Knows telephone number & address	
	BODY PARTS	ID's front, back, side, top of head	Names hip, elbow, shoulder		Names knee, ankle, wrist, eyebrow	
	COMPREHENDS DIR.	Follows 2 instr. in sequence	Follows 3 instructions		Follows more than 3 instructions	
	NAMES PICTURES	12 correct	14 correct		16 correct	
	WORD SKILLS	Forms plurals (3 out of 5)	Supplies opposite (in 3 of 5 pairs)		Supplies rhyming word (3 of 5)	
LANGUAGE	*LISTENS(STORIES)	Attends for 5 minutes or more	Retells from pictures		Retells without pictures	
	*VERBAL SHARING	Tells about object	Reports events from own life		Expresses ideas/contributes discussion	
	*DICTATES	1-word labels, phrases	Complete sentences		2 or more sentences	
	*AUDITORY ANAL.	Identifies first sound in word	Identifies last sound in word		Identifies middle sound in word	
	PICTURE-SOUND	Verbalizes 0-5 initial sounds	Verbalizes 6-10 initial sounds		Verbalizes more than 10 initial snds	
	*SPONT. WRITING	Marks, says it's "letters"	Labels with 1-2 letters		Labels with 3 or more letters	
	PICTURE-LETTER	--	Matches 6-14		Matches 15 or more	
	*COMPOSES WORDS	--	From dictation/pictures		Builds short-vowel patterns	
	WRITES LETTERS	Copies cross & circle forms	Writes 4-5 lower case		Writes 7-10 lower case, some caps	
	SEQUENCES PICS.	Puts 2 in order	Puts 3 in order		Puts 5-6 in order	
LANGUAGE	GIVES SOUND	For 1-4 letters	For 8-10 letters		For more than 15 letters	
	RECS. SIGHT WDS	Own name	5-10 words		More than 10 words	
	*READING	Pretends to "read" books (tells)	Synthesizes phonemes (mechan. rdg)		Decodes with fair comprehension	
	SUMMARY: # COMPLETED (OUT OF 16 CRITERIA)			(18 CRITERIA)	(21 CRITERIA)	
	TOTAL: # COMPLETED (OUT OF 53 CRITERIA)			(55 CRITERIA)	(58 CRITERIA)	

KEY FOR TEACHER REPORT:

[#] INACTIVE OR NOT YET INTRODUCED
 [/] INTRODUCED: CHILD NEEDS ASSISTANCE TO COMPLETE
 [X] MASTERED (MIN. 80%): COMPLETES INDEPENDENTLY
 [*] PLEASE SEE COMMENTS ON BACK

STARRED ITEMS IN PROFICIENCY LIST ARE ASSESSED BY ONGOING TEACHER OBSERVATION. ALL OTHER RATINGS ARE BASED ON EVALUATION BY CRITERION-REFERENCED TESTING.

Figure 3. Cumulative Record (Preprimary)

SCHOLASTIC PROGRESS REPORT FOR THE JUNIOR ELEMENTARY LEVEL (ages 6-9)

STUDENT'S NAME _____ DATE _____

EVALUATION KEY: 1. new presentation 2. having difficulty 3. making steady progress 4. making rapid progress 5. mastered the skill

LANGUAGE WORK AND EXERCISES USING THE MONTESSORI MATERIALS		UNDERSTANDING OF WORK IN LANGUAGE WITHOUT MONTESSORI MATERIALS	
I	II	I	II
Alphabet sounds	() ()	Cursive handwriting	() ()
Short vowel sounds with moveable alphabet	() ()	Sounding out short vowel words	() ()
Long vowels sounds and phonograms	() ()	Building long vowel words	() ()
Correct expressions	() ()	Phonetic reading	() ()
Synonyms, homonyms, antonyms	() ()	Parts of speech	() ()
Simple nomenclatures - sight reading -	() ()	Use of the dictionary	() ()
Prefixes, suffixes and root words	() ()	Creative writing and composition	() ()
Punctuation	() ()	Summary and book reports	() ()
Grammar boxes	() ()	Spelling and dictation	() ()
Sentence analysis	() ()	Reading comprehension	() ()
Coordination for print letters	() ()	Reading Grade Level: First Sem. () Second Sem. ()	

MATHEMATICS WITH MONTESSORI EQUIPMENT		MATH IN THE ABSTRACT WITHOUT EQUIPMENT	
I	II	I	II
Static addition with golden beads	() ()	Memorization of addition combinations	() ()
Dynamic addition with golden beads	() ()	Memorization of multiplication combinations	() ()
Static multiplication with golden beads	() ()	Memorization of subtraction combinations	() ()
Dynamic multiplication with golden beads	() ()	Memorization of division combinations	() ()
Static subtraction with golden beads	() ()	Large additions with carrying	() ()
Dynamic subtraction with golden beads	() ()	Large multiplications	() ()
Static division with golden beads	() ()	Large subtractions	() ()
Dynamic division with golden beads	() ()	Long division	() ()
Short chains	() ()	Skip counting	() ()
Long chains	() ()	Concept of multiple	() ()
Multiples and divisors with pegs	() ()	Concept of divisor	() ()
The checker board	() ()	Lowest common multiple	() ()
The long bead frame	() ()	Highest common divisor	() ()
The big bank game	() ()	Fraction equivalents	() ()
The golden bead frame	() ()	Simple operations with fractions	() ()
Long division with bead material	() ()	Complex operations with fractions	() ()
Fraction equivalents	() ()	Powers	() ()
Simple operations with fractions	() ()	Binomial operations	() ()
Complex operations with fractions	() ()	Concept of Square root	() ()
Powers with bead squares and cubes	() ()	Problem solving	() ()
Products of binomials	() ()	Math Grade Level: First Sem. () Second Sem. ()	

GEOMETRY WITH MONTESSORI MATERIALS		GEOMETRY IN THE ABSTRACT WITHOUT MATERIALS	
I	II	I	II
The geometry cabinet	() ()	Identification of geometric shapes	() ()
First series of constructive triangles	() ()	Classification of lines	() ()
Types of lines with box of sticks	() ()	Classification of angles	() ()
Types of angles with box of sticks	() ()	Classification of triangles	() ()
Complete classification of triangles	() ()	Nomenclature of the polygon	() ()
Polygons with the box of sticks	() ()	Measuring angles	() ()
The Montessori protractor	() ()	Study of equivalence	() ()
Second series of constructive triangles	() ()	Study of similarity	() ()
Sensorial work with area	() ()	Study of congruency	() ()
The classified nomenclature of geometry	() ()	Computation of areas	() ()

CULTURAL SUBJECTS WITH MONTESSORI MATERIALS**CULTURAL SUBJECTS WITHOUT MATERIALS**

	(I)	(II)		(I)	(II)
Classified nomenclature of geography	()	()	Memorization of maps of continents	()	()
Puzzle maps: study of countries	()	()	Countries	()	()
Puzzle maps: capitals	()	()	Capitals	()	()
Puzzle maps: flags	()	()	Flags	()	()
Botany nomenclature	()	()	Classification of rocks	()	()
Zoology nomenclature	()	()	Classification of plants	()	()
Invertebrates and vertebrates	()	()	Classification of animals	()	()
Animal classification	()	()	History of the development of life	()	()
The fundamental needs of man	()	()	History of the development of man	()	()
The history of the needs of man	()	()			
Time line of the development of life	()	()			

PATTERNS OF LEARNING, BEHAVIOR, ATTITUDES AND SOCIAL INTERACTION

	(I)	(II)		(I)	(II)
Follows directions given to the class	()	()	Positive response to requests	()	()
Moves with purpose	()	()	Works without disturbing others	()	()
Able to work independently	()	()	Self-motivation	()	()
Attention span	()	()	Chooses challenging work	()	()
Completes the work cycle	()	()	Works for own enjoyment	()	()
Self-confidence	()	()	Relates well with peers	()	()
Attentive in group lessons	()	()	Takes good care of the class	()	()
Memory retention			Neatness and order		

Comments:

ATTENDANCE: REGULAR ()
IRREGULAR ()DATES OF REPORT: FIRST SEMESTER _____
SECOND SEMESTER _____

Global Child Charter School

Student Self-Evaluation Form

Name _____

Date _____

Today I discovered:

It is important to know:

I'm glad I learned about:

I still want to know more about:

I need to do more work on:

Tomorrow, I would like to:

EVALUATION

MONTESORI ASSESSMENT MEASURES

Montessorians in the public sector need to develop assessment measures that reflect the very special nature of Montessori education and its impact on the emerging personality. Through a review of Montessori literature, discussion with parents, staff, and researcher, the following ten qualities were identified as critical indicators of a student's healthy and normal development in a Montessori classroom. We believe that these personal, social, and emotional attributes are the basis for foundation skills for all learning and should be respected as a legitimate measure of program success.

GOAL 2 – ACADEMIC FOUNDATION

ATTITUDES TOWARD SCHOOL FORM*

*Teachers are asked to rate each student in their class in terms of development of basic attitudes toward school and learning using a scale of 1-5 (1 = lowest level of development and 5 = highest level of development. See Attributes of the Learner, next page, for sample indicators)

12. ACCOUNTABILITY

In keeping with the Montessori philosophies, the management style of the School will encourage an interconnected organizational structure in which leadership and staff will work in cooperative collaboration. Staff will therefore be treated as equal partners in the School's mission. This will be most evident in the School's use of "Team Learning Communities" to evaluate, mentor and solve problems (see Section 14, School Governance). Whether in a leadership or teaching role, each member of the School community will be held accountable for making significant contributions as outlined below.

A. Accountability Plan

The School has determined the responsibilities, results, and accountabilities of the staff. Team Learning Communities and the total staff will hold regular meetings to review progress towards these stated objectives. Observable and measurable accountability will result through the following of this plan, which will be updated as needs change. See Appendix.

B. Teacher Accountability / Evaluation

1. Evaluation Philosophy: The School's philosophy towards teacher evaluation is to promote positive professional growth. This will be accomplished through the consistent coordination of programs including the School's tri-level method of governance, the Teacher Code of Conduct, mentorship, and a Performance Management Program. The School views the student as learner, the parent as child advocate, and the teacher as mentor.

It is a basic assumption - and a requirement - of *Global Child Charter School* that its teachers will want to improve their instructional competencies and can formulate and implement meaningful individual professional growth programs. The most effective motive is one that comes from within. Self-motivation and self-assessment are important goals of any teacher evaluation system that seeks to enhance the quality of education and professional status of teachers. In personal goal setting at the school, the teacher is asked to analyze his/her professional performance, establish relevant goals, and design an action plan by which these goals can be attained. The School administrator will initially assist the teachers to focus on meaningful goals, and aid in realistic planning towards these goals. During the first year of the School, learning communities will evolve with a designated team leader. The team leader will then aid in the self-evaluation and goal setting process as a mentor to the other.

2. **Evaluation Process:** Teacher evaluation will occur through a consistent, fair, and responsible program of Performance Management. Evaluations will be completed by the administrator or mentor/team leader of the learning community where the teacher is assigned. The Teacher Performance Management Program will consist of :
 1. *Job Descriptions:* Teachers and principal will be accountable for clearly defined responsibilities which will be outlined in their position descriptions. See Appendix for these descriptions.
 2. *Individual Goal-Setting* through the assistance of the mentor/team leader. Goals will be set at the beginning of the school year, and will be reviewed at a mid-year conference and at year-end. However, if necessary, goals may be reviewed at any time and altered immediately if/when problems present themselves as obstacles to student or teacher progress. In this manner, goals will not be pursued that do not truly correlate to *current* student/teacher needs.
 3. *Observations* by another teacher on the Team Learning Community, or other mentor assigned. The purpose of observations will be three-fold: a) to support; b) to aid in goal achievement; c) to identify obstacles or problems. Observations will generally be scheduled, but take place at the discretion of the mentor/evaluator.
 4. *Teacher-Mentor Evaluation Conferences*, to be held no less frequently than twice per school year. This conference will be a formal discussion of observations to date, allowing an open, supportive, developmentally-focused communication. The observer's notes and the teacher's own self-evaluation will be incorporated into the discussion. See Appendix for Mentor Evaluation Form.
 5. *An evaluation form* will be written up and filed to summarize the past review period, and the goals and actions for the following review period. This form will be read and signed by the teacher, and retained confidentially in the personnel file. See Appendix for Teacher Evaluation Form.
 6. *A complaint process:* Should a disagreement in the evaluation occur and remain unresolved, the teacher may attach a response or addendum within a week of the conference. The School's tri-level

governance method will allow the teacher or the mentor the opportunity to discuss the problem further with the administrator, or lastly, with the Board.

7. *Progressive discipline:* If a teacher is found to have serious and impactful deficiencies, the mentor/team leader will accelerate the above observation and documentation process and notify the teacher that progressive discipline is being applied. When possible, an external and well-qualified teaching consultant may be utilized to objectively assist the teacher with a remedial plan for improvement. This plan will be written by the mentor/leader and reviewed by the School administrator and Board. If significant and timely progress is not made by the teacher, termination of employment may result.

3. Flow Chart of Performance Management Program - See Appendix.

C. School Accountability

The School will be held accountable to the public and parents in numerous ways. The School will provide comfortable, accessible vehicles for parents and community child advocates to participate and measure results:

- ◆ The School will publish an annual report.
- ◆ Parents will be welcomed in reviewing school affairs through their volunteerism.
- ◆ The School will listen and respond to the concerns and feedback of parents.
- ◆ The School will provide parents with easy access to teachers and administrators through membership in their Team Learning Community.
- ◆ Parents and the public may attend open enrollments, scheduled visits, parent - teacher meetings, open forums, and student facilitated open houses and presentations.

D. Budget and Financial Records Review

The School Principal will be responsible for managing the school's budget and financial health. This will be accomplished through the application of standard accounting and bookkeeping practices, with a monthly closing of the "books" and financial reports. The School may utilize the services on occasion of a financial professional to review and audit the books.

E. Maintaining School Records

The school's administrative office will disseminate information required under public school law. It will be the responsibility of the School Principal in conjunction with the Board of Trustees to ensure compliance with all reporting requirements.

CHILD'S NAME _____

BIRTHDATE _____

LAST

FIRST

M.

MO. DAY YEAR

PREPRIMARY PROFICIENCIES

	LEVEL A	DATE: _____	LEVEL B	DATE: _____	LEVEL C	DATE: _____	
WALKS	10-ft. X 1" line, heel-to-toe	_____	On periphery of 6-ft. circle	_____	On circle, in marching rhythm	_____	
RUNS	10 feet, true run	_____	20 feet w/reciprocal arm action	_____	35 feet in 3 seconds	_____	
JUMPS	Both feet leave floor	_____	Over 6" high hurdle, feet together	_____	Over 1-foot hurdle, feet together	_____	
BROAD JUMPS	1 foot, feet together	_____	2 feet, feet together	_____	3 feet, feet together	_____	
BALANCES	Walks 5 ft. on 4" beam	_____	Walks to 10 ft on 4" beam/10 secs.	_____	Walks 10 ft./2" beam (3 secs)	_____	
THROWS	3" ball/6 feet	_____	3" ball/12 feet	_____	3" ball/20 feet	_____	
CATCHES	8" ball, 1/5 (bounce; 2 hands)	_____	2 out of 5	_____	4 out of 5	_____	
GALLOPS	Tries	_____	In pattern, but broken rhythm	_____	Keeps rhythm for sequence of 10	_____	
SKIPS	Tries	_____	With one foot	_____	Alternates feet	_____	
MOVES TO RHYTHM	Hands or feet separately	_____	Hands & feet	_____	Follows game/dance	_____	
ALTERNATES FEET	Pedals tricycle 5 feet	_____	Going down stairs	_____	While climbing up ladder	_____	
*CARRIES	Avoids obstacles	_____	Tray, without spilling	_____	Coordinates with a partner	_____	
SUMMARY: GIVE NUMBER COMPLETED (OUT OF 12 CRITERIA)		(12 CRITERIA)		(12 CRITERIA)			
FINE MOTOR	*SELF-HELP SKILLS	Button & snap frames	_____	Buckle & separating zipper frames	_____	Lace & bow-tying frames	_____
	*HOUSEHOLD SKILLS	Polishes objects	_____	Completes simple household tasks	_____	Organizes maintenance tasks	_____
CUTS ON LINE	8" line within 1/4"	_____	Circle (80% on line)	_____	Zig-zag	_____	
TRACES	Circle template (w/in 1/4")	_____	Square template, makes grid lines	_____	Triangle template, fills in	_____	
*DRAWS	"Sun" (circle w/ rays)	_____	"House" (combines 2 or more shapes)	_____	"Person" (with 4 main parts)	_____	
SUMMARY: # COMPLETED (OUT OF 5 CRITERIA)		(5 CRITERIA)		(5 CRITERIA)			
PERCEPTUAL	DISCRIMINATION:						
	VISUAL	Matches 8-10 pairs	_____	Orders 6-8 in series	_____	Inserts missing item in series	_____
AUDITORY	Matches sounds of like volume	_____	Orders sounds by volume	_____	Matches sounds of same pitch	_____	
TACTILE	Matches corre. sets by texture	_____	Orders series of 6 by texture	_____	Inserts missing item in series	_____	
OLFACTOORY	*Associates smelling with nose	_____	Matches 6 corresponding pairs	_____	Associates odor with source (picture)	_____	
GUSTATORY	*Associates tasting with mouth	_____	Matches corresponding tastes (3)	_____	Matches flavor with source (picture)	_____	
*PATTERNING	Matches blocks to pattern	_____	Copies pattern with blocks (beside)	_____	Replicates pattern w/other material	_____	
*ORGANIZATION	Replicates teacher model	_____	Explores new patterns when shown	_____	Invents new patterns independently	_____	
ASSOCIATED LANGUAGE:							
COLORS	Names 3-4	_____	Names 5-11	_____	Matches at least 6 written labels	_____	
SHAPES	Names 1-2	_____	Names 3-4	_____	Names 5-10	_____	
SUMMARY: # COMPLETED (OUT OF 9 CRITERIA)		(9 CRITERIA)		(9 CRITERIA)			
QUANTITATIVE	LOGICAL GROUPING	Sorts 2 groups by 1 attribute	_____	Orders in matrix by 1 attribute	_____	Orders in matrix by 2 attributes	_____
	COUNTS PENNIES	To 3	_____	To 10	_____	To 100	_____
RECS. NUMERALS	1, 2	_____	0-10	_____	0-20	_____	
CARDINAL NUMBER	Makes set to match pictures 1-5	_____	Matches set-numeral 0-9	_____	Matches set-numeral 0-10	_____	
ORDINAL NUMBER	Points to first in series	_____	Points to 1st-2nd-3rd in series	_____	Names 1st through 10th in series	_____	
DECIMAL CATEGORY	Names one (unit)	_____	Names one, ten, hundred, thousand	_____	Finds numeral cds for 4-place quan.	_____	
USES DECIMAL MTRL	Matches 1 unit with symbol	_____	Completes decimal layout (1-9,000)	_____	Composes numbers, performs oper.	_____	
COMPARES SETS	Identifies sets w/one, many	_____	Identifies sets with more/less	_____	Finds set that is equal	_____	
OPERATIONS	--	---	Understands "add," "take away"	_____	Computes sums to 5 (from memory)	_____	
TIME	--	---	Names days of week in order	_____	Knows current day of week	_____	
MONEY	Names penny	_____	Names 2 of 3: penny, nickel, dime	_____	Names pny, nkl, dm; knows pny=1c	_____	
SUMMARY: # COMPLETED (OUT OF 9 CRITERIA)		(11 CRITERIA)		(11 CRITERIA)			
LANGUAGE	PERSONAL DATA	First & last name, age, sex	_____	Knows month of birthday	_____	Knows telephone number & address	_____
	BODY PARTS	ID's front, back, side, top of head	_____	Names hip, elbow, shoulder	_____	Names knee, ankle, wrist, eyebrow	_____
COMPREHENDS DIR.	Follows 2 instr. in sequence	_____	Follows 3 instructions	_____	Follows more than 3 instructions	_____	
NAMES PICTURES	12 correct	_____	14 correct	_____	16 correct	_____	
WORD SKILLS	Forms plurals (3 out of 5)	_____	Supplies opposite (in 3 of 5 pairs)	_____	Supplies rhyming word (3 of 5)	_____	
*LISTENS(STORIES)	Attends for 5 minutes or more	_____	Retells from pictures	_____	Retells without pictures	_____	
*VERBAL SHARING	Tells about object	_____	Reports events from own life	_____	Expresses ideas/contributes discussion	_____	
*DICTATES	1-word labels, phrases	_____	Complete sentences	_____	2 or more sentences	_____	
*AUDITORY ANAL.	Identifies first sound in word	_____	Identifies last sound in word	_____	Identifies middle sound in word	_____	
PICTURE-SOUND	Verbalizes 0-5 initial sounds	_____	Verbalizes 6-10 initial sounds	_____	Verbalizes more than 10 initial snds	_____	
*SPONT. WRITING	Marks, says it's "letters"	_____	Labels with 1-2 letters	_____	Labels with 3 or more letters	_____	
PICTURE-LETTER	--	---	Matches 6-14	_____	Matches 15 or more	_____	
*COMPOSES WORDS	--	---	From dictation/pictures	_____	Builds short-vowel patterns	_____	
WRITES LETTERS	Copies cross & circle forms	_____	Writes 4-5 lower case	_____	Writes 7-10 lower case, some caps	_____	
SEQUENCES PICS.	Puts 2 in order	_____	Puts 3 in order	_____	Puts 5-6 in order	_____	
GIVES SOUND	For 1-4 letters	_____	For 8-10 letters	_____	For more than 15 letters	_____	
RECS. SIGHT WDS	Own name	_____	5-10 words	_____	More than 10 words	_____	
*READING	Pretends to "read" books (tells)	_____	Synthesizes phonemes (mechan. rdg)	_____	Decodes with fair comprehension	_____	
SUMMARY: # COMPLETED (OUT OF 16 CRITERIA)		(18 CRITERIA)		(21 CRITERIA)			
TOTAL: # COMPLETED (OUT OF 53 CRITERIA)		(55 CRITERIA)		(58 CRITERIA)			

KEY FOR TEACHER REPORT:

[#] INACTIVE OR NOT YET INTRODUCED
 [/] INTRODUCED: CHILD NEEDS ASSISTANCE TO COMPLETE
 [X] MASTERED (MIN. 80%); COMPLETES INDEPENDENTLY
 [*] PLEASE SEE COMMENTS ON BACK

STARRED ITEMS IN PROFICIENCY LIST ARE ASSESSED BY ONGOING TEACHER OBSERVATION. ALL OTHER RATINGS ARE BASED ON EVALUATION BY CRITERION-REFERENCED TESTING.

Figure 3. Cumulative Record (Preprimary)

SCHOLASTIC PROGRESS REPORT FOR THE JUNIOR ELEMENTARY LEVEL (ages 6-9)

STUDENT'S NAME _____ DATE _____

EVALUATION KEY: 1. new presentation 2. having difficulty 3. making steady progress 4. making rapid progress 5. mastered the skill

LANGUAGE WORK AND EXERCISES USING THE MONTESSORI MATERIALS	UNDERSTANDING OF WORK IN LANGUAGE WITHOUT MONTESSORI MATERIALS
--	--

	I II		I II
Alphabet sounds	() ()	Cursive handwriting	() ()
Short vowel sounds with moveable alphabet	() ()	Sounding out short vowel words	() ()
Long vowels sounds and phonograms	() ()	Building long vowel words	() ()
Correct expressions	() ()	Phonetic reading	() ()
Synonyms, homonyms, antonyms	() ()	Parts of speech	() ()
Simple nomenclatures - sight reading -	() ()	Use of the dictionary	() ()
Prefixes, suffixes and root words	() ()	Creative writing and composition	() ()
Punctuation	() ()	Summary and book reports	() ()
Grammar boxes	() ()	Spelling and dictation	() ()
Sentence analysis	() ()	Reading comprehension	() ()
Coordination for print letters	() ()	Reading Grade Level: First Sem. () Second Sem. ()	

MATHEMATICS WITH MONTESSORI EQUIPMENT	MATH IN THE ABSTRACT WITHOUT EQUIPMENT
---------------------------------------	--

	I II		I II
Static addition with golden beads	() ()	Memorization of addition combinations	() ()
Dynamic addition with golden beads	() ()	Memorization of multiplication combinations	() ()
Static multiplication with golden beads	() ()	Memorization of subtraction combinations	() ()
Dynamic multiplication with golden beads	() ()	Memorization of division combinations	() ()
Static subtraction with golden beads	() ()	Large additions with carrying	() ()
Dynamic subtraction with golden beads	() ()	Large multiplications	() ()
Static division with golden beads	() ()	Large subtractions	() ()
Dynamic division with golden beads	() ()	Long division	() ()
Short chains	() ()	Skip counting	() ()
Long chains	() ()	Concept of multiple	() ()
Multiples and divisors with pegs	() ()	Concept of divisor	() ()
The checker board	() ()	Lowest common multiple	() ()
The long bead frame	() ()	Highest common divisor	() ()
The big bank game	() ()	Fraction equivalents	() ()
The golden bead frame	() ()	Simple operations with fractions	() ()
Long division with bead material	() ()	Complex operations with fractions	() ()
Fraction equivalents	() ()	Powers	() ()
Simple operations with fractions	() ()	Binomial operations	() ()
Complex operations with fractions	() ()	Concept of Square root	() ()
Powers with bead squares and cubes	() ()	Problem solving	() ()
Products of binomials	() ()	Math Grade Level: First Sem. () Second Sem. ()	

GEOMETRY WITH MONTESSORI MATERIALS	GEOMETRY IN THE ABSTRACT WITHOUT MATERIALS
------------------------------------	--

	I II		I II
The geometry cabinet	() ()	Identification of geometric shapes	() ()
First series of constructive triangles	() ()	Classification of lines	() ()
Types of lines with box of sticks	() ()	Classification of angles	() ()
Types of angles with box of sticks	() ()	Classification of triangles	() ()
Complete classification of triangles	() ()	Nomenclature of the polygon	() ()
Polygons with the box of sticks	() ()	Measuring angles	() ()
The Montessori protractor	() ()	Study of equivalence	() ()
Second series of constructive triangles	() ()	Study of similarity	() ()
Sensorial work with area	() ()	Study of congruity	() ()
The classified nomenclature of geometry	() ()	Computation of areas	() ()

CULTURAL SUBJECTS WITH MONTESSORI MATERIALS**CULTURAL SUBJECTS WITHOUT MATERIALS**

	(I)	(II)		(I)	(II)
Classified nomenclature of geography	()	()	Memorization of maps of continents	()	()
Puzzle maps: study of countries	()	()	Countries	()	()
Puzzle maps: capitals	()	()	Capitals	()	()
Puzzle maps: flags	()	()	Flags	()	()
Botany nomenclature	()	()	Classification of rocks	()	()
Zoology nomenclature	()	()	Classification of plants	()	()
Invertebrates and vertebrates	()	()	Classification of animals	()	()
Animal classification	()	()	History of the development of life	()	()
The fundamental needs of man	()	()	History of the development of man	()	()
The history of the needs of man	()	()			
Time line of the development of life	()	()			

PATTERNS OF LEARNING, BEHAVIOR, ATTITUDES AND SOCIAL INTERACTION

	(I)	(II)		(I)	(II)
Follows directions given to the class	()	()	Positive response to requests	()	()
Moves with purpose	()	()	Works without disturbing others	()	()
Able to work independently	()	()	Self-motivation	()	()
Attention span	()	()	Chooses challenging work	()	()
Completes the work cycle	()	()	Works for own enjoyment	()	()
Self-confidence	()	()	Relates well with peers	()	()
Attentive in group lessons	()	()	Takes good care of the class	()	()
Memory retention	()	()	Neatness and order	()	()

Comments:

ATTENDANCE: **REGULAR** **IRREGULAR** DATES OF REPORT: **FIRST SEMESTER** _____
SECOND SEMESTER _____

Global Child Charter School

Student Self-Evaluation Form

Name _____

Date _____

Today I discovered:

It is important to know:

I'm glad I learned about:

I still want to know more about:

I need to do more work on:

Tomorrow, I would like to:

EVALUATION

MONTESORI ASSESSMENT MEASURES

Montessorians in the public sector need to develop assessment measures that reflect the very special nature of Montessori education and its impact on the emerging personality. Through a review of Montessori literature, discussion with parents, staff, and researcher, the following ten qualities were identified as critical indicators of a student's healthy and normal development in a Montessori classroom. We believe that these personal, social, and emotional attributes are the basis for foundation skills for all learning and should be respected as a legitimate measure of program success.

GOAL 2 – ACADEMIC FOUNDATION

ATTITUDES TOWARD SCHOOL FORM*

*Teachers are asked to rate each student in their class in terms of development of basic attitudes toward school and learning using a scale of 1-5 (1 = lowest level of development and 5 = highest level of development. See Attributes of the Learner, next page, for sample indicators.)

13. HUMAN RESOURCE INFORMATION

A. Staffing Plan and Hiring Procedure

The *Global Child Charter School* task force has identified comprehensive staffing needs for the first five years of operation. Below is a description of the standards to be used in the hiring process.

- Initially, each teacher will have added responsibility for staff management, internal program development, or external liaison. As the first year evolves, the School will develop and promote an administrator (principal) from within the teacher group. Currently, task force members have the talent amongst themselves to divide, and then assume, greater responsibilities. The position of principal will add the leadership, administrative and coordinating components at the appropriate time, as determined by the students' needs and growth of the school.
- This means that during the start-up of the School there will be both an opportunity and an added responsibility to each teacher's duties. Each staff member will have to possess unique attributes in keeping with the mission of the school and their accountabilities to the students and parents. But beyond this, each staff member must demonstrate an entrepreneurial, team-oriented spirit to drive the early success of the school. Teachers must possess both the vision and the practical, administrative skills to translate the School's mission into effective learning.
- All teachers must have a Bachelors degree as a minimum requirement, although Life Experience equivalent to a bachelors degree and ongoing progress toward a relevant degree will be considered in lieu of a bachelors degree.
- Also required will be Montessori certification for the age group to be taught. To compensate for the current shortage of Montessori-trained teachers, the School will accept Montessori teacher training that is in progress in lieu of a completed Montessori certificate. Certificates will be recognized from such organizations as 1) The Association of Montessori Internationale (AMI) and 2) The American Montessori Society.
- Teaching assistants may be paid Montessori professionals, or they may be student interns, parent volunteers, or other gratis resource. As a hiring and communications guide, we have developed written job descriptions; see Section 12 Appendix.

- ♦ The School will recruit teachers with proven experience in the Montessori methodology, although it will consider new graduates. Preference will be given to candidates who have continued to pursue professional course work and continuing education, and who have a track record of teaching success and innovation. An attempt will be made to hire teachers who have credentials and knowledge well beyond these "minimum" qualifications.
- ♦ Teachers will be hired through an objective process which complies with all governmental regulations and fair labor practices. Resumes will be solicited from a variety of sources, including Montessori publications, and through advertising in the public media. Interviews will be conducted with the most qualified candidates, and hiring decisions will be based on the teaching team's consensus. Applicants will be provided the opportunity to observe the school in operation, to ask questions, and to receive feedback about their interest and qualifications.

B. Target Staff Size / Student Ratio

Key Variables	FY96	FY97	FY98	FY99	FY00
Number of Students(FTE):	75.00	110.00	150.00	190.00	200.00
Number of Teachers:	3.50	5.00	9.00	13.00	13.00
Number of Administrators:	.50	1.00	2.00	2.00	2.00
Number of Support Staff:	.50	1.00	2.00	2.00	3.00
Number of Teacher Assistants:	1.50	1.50	2.00	3.00	4.00
Students per Teacher:	21.00	22.00	17.00	15.00	15.00
Students per Admin.:	150.00	110.00	75.00	85.00	100.00
Students per Support:	100.00	110.00	75.00	85.00	67.00
Students per Assistants:	100.00	112.50	75.00	63.00	50.00
Salary: Teacher:	\$30,000.00	\$31,000.00	\$32,500.00	\$34,000.00	\$35,000.00
Salary: Admin.:	\$30,000.00	\$35,000.00	\$37,000.00	\$40,000.00	\$42,000.00
Salary: Support:	\$20,000.00	\$20,600.00	\$21,200.00	\$22,000.00	\$22,500.00
Salary: Teacher Assistant:	\$15,000.00	\$15,450.00	\$16,000.00	\$16,500.00	\$17,000.00

C. Professional Development

The *Global Child Charter School* will encourage ongoing professional development in Montessori education, including preparation of teachers as the program expands. Further study will both satisfy the expanding program, and provide teachers with the opportunities to pursue their self-identified needs and interests for additional training. These opportunities will be provided after the third year of operations, or earlier, if funds permit. The opportunities may include a variety of options. For example:

- ◆ A New Teacher Induction Program
- ◆ Mentoring through the Team Learning Community concept of governance
- ◆ Establishment of a budget for in-service training and teacher self-development.
- ◆ Sponsorship of deserving Montessori trainees, through scholarship/financial aid.
- ◆ Attendance at national or regional conferences on Montessori-based education
- ◆ Release time to visit other school programs
- ◆ Breaks or sabbaticals on a regular basis.
- ◆ Empowerment of teachers to build leadership.
- ◆ Encouragement to seek further Montessori credentials or teaching degrees, such as The Peaceable Schools Institute at Lesley College, etc.

D. Human Resource Policies

- 1. Salaries:** An annual salary of \$30,000 has been projected for the positions of full time Montessori teacher. A budget of \$10,000 has been projected for administrative assistance on a part-time basis. The School will base its compensation on several factors: 1) the local market rate for similar positions, 2) the candidates earnings history, 3) internal equity, and 4) the funds available.
- 2. Benefits:** The School will research and request proposals from insurers on group insurance, dental, life and disability coverage. Plan selection will be determined by costs and types of services provided. Membership in a group plan, for example, may be an option through membership in the local Chamber of Commerce, or through the American Montessori Society. A group plan through one of the state's HMO providers is a strong option, to be supplemented by the disabilities and life insurance programs. In all likelihood, there will be an employee monetary contribution towards the benefits premiums. All benefits will comply with reporting requirements and governmental regulation (ERISA, etc.).

Other Benefits: Day off benefits such as sick days and vacation will be developed shortly in accordance with common practice in education and local business.

3. Policies: Personnel policies and practices will be created with the best interests of the students, parents and teachers in mind. Specifically, and uniquely, the School would prefer to avoid a contractual arrangement with its teachers, in favor of the "employment at will" arrangement common to private enterprise. Staff employed in an "at will" arrangement will serve as a positive example of the School's self-directed environment, through its teachers' commitment and willingness to assume financial and professional risk. The School believes that:

- ♦ In the absence of an employment contract, teachers will be more self-motivated to perform to the standards established between themselves and the School.
- ♦ In concept, teachers may be released from the School at any time, with or without notice. Teachers will also be free to leave the organization at any time, with or without notice.
- ♦ Dedication and belief in the School's goals will be central to a happy employment arrangement.

To ensure that this unique arrangement will succeed, a consistent, honest and timely process for teacher feedback and coaching will be put into place. This will consist of peer reviews, correlation with students' progress, and parental input. Should a teacher's dismissal be necessary after progressive counseling, human resource and legal advice will be sought.

14. SCHOOL GOVERNANCE

A. Internal Management

In conjunction with Montessori principles of partnership, cooperation, and collaboration, *Global Child Charter School* will utilize school-based management techniques involving all members of the school community: teachers, staff, principal, parents, students and the Board of Trustees. The foundation of this integrated school-based management will be defined as "Team Learning Community" (TLC). A TLC will consist of a teacher from each multi-age cluster, a parent, and a student from each upper grade cluster. A team leader will be chosen by the community to represent the TLC at the Board of Trustees. Every student and parent will be assigned to a Team Learning Community and there will be group building exercises to strengthen the cohesiveness of the complete team: parents, students, teachers, staff, etc.

Team Learning Communities will explore issues of classroom management, personnel issues, curriculum review, parent or student concerns and any other school-related issues. TLCs will meet regularly and visit one another's classrooms for observations and idea development. TLCs will provide staff members with the opportunity to have input on school policy. TLCs will also be the first step for parents and students to open discussion on particular concerns, observations, or calls to action.

Team leaders will be members of the Board of Trustees. Team leaders will report to the Board issues for discussion, resolution, or investigation. The principal will act in an advisory capacity to the Team Learning Communities. This model of Team Learning Communities will be implemented incrementally as the School expands to its full grade range. Until such a time, a viable working model will be in use.

B. Board of Trustees

Members of the Board of Trustees will be chosen by the following criteria:

- ◆ Expertise and balance of talents on the Board
- ◆ Readiness to assist in school governance and accountability
- ◆ Eagerness to further the mission of the School and the principles of education reform
- ◆ Availability to make a commitment to attend monthly Board meetings.

Global Child Charter School currently has a strong foundation upon which to build an effective Board of Trustees. We have a financial advisor, a human

resource consultant, a community member and parent. The School would look to complete the Board from the following areas; higher education, social or community agencies, town government, business, and the legal profession.

C. Roles and Responsibilities of the Board

The role of the Board of Trustees will be to advise and advocate for the general good and well-being of all those who comprise the *Global Child Charter School*. The Board of Trustees will be directly responsible for :

1. Budget development and approval
2. Approval and implementation of the Code of Conduct
3. School accountability through the issuing of an Annual Report made available by August 1 for the proceeding fiscal year
4. Handling of complaints by "individuals or groups concerning any claimed violation of the provisions of this section by the school" (M.G.L. Chapter 71, section 89)
5. Curriculum development and approval in consultation with teachers, coordinator and principal.

The size of the Board will be eight voting members. The Board of Trustees will rotate and members will serve for either two or three year periods.

D. Relationship of Board to Teachers/Administrators

The Board of Trustees will serve primarily in an advisory capacity to the principal and teachers. However, the Board will be responsible for:

1. Approval on the hiring of principal and teachers
2. Investigation of grievance by staff and/or administration
3. Conducting of hearing on said grievance
4. Final decision on policy
5. Decision on dismissal

The Board of Trustees will serve in a similar capacity to investigate and conduct hearings on grievances by parents or students if beyond the scope of the Principal.

E. Parental and Student Involvement

There will be parent representation on the Board. All students and parents will have access to the Board through the Team Learning Communities to bring concerns and decision-making matters to the Board of Trustees.

15. SCHOOL COMMUNITY

A. Community Environment

The community of *Global Child Charter School* will personify a basic Montessori community where the cultural, social, age and individual differences evident in our society are assets that should be cultivated. The School community will respect collaboration and appreciation of the many components of life and nature. To this end, *Global Child Charter School* will:

1. Respect individual differences
2. Foster parental participation in both the educational process and the school community
3. Encourage the child to explore and meet individual goals
4. Create a sense of interconnectedness to the immediate and greater community.

Respect of differences - Each environment in the School will mix students by age, gender, socioeconomic status, ethnic background, cognitive and physical ability. *Global Child Charter School* will actively recruit families of diverse backgrounds (see Section 6). The ability of a Montessori approach to work effectively with special needs students (see Section 19) will allow integration of such students into the general school population.

B. Parental Involvement

Global Child Charter School actively promotes both parental participation and education. To this end, the School will have:

1. Discussions with parents to formally introduce Montessori methodology and philosophy.
2. Orientation meetings to introduce the program and curriculum of the School with discussion of materials and classroom structure.
3. Opportunities for parents to observe classrooms during school hours with follow-up discussions to answer questions or comment on observations.
4. Classroom open houses conducted twice a year and hosted by the children.

5. A regularly published newsletter which includes a calendar of events, information on developments at school, a list of needs, and requests for volunteer help.
6. A parent volunteer assessment form by which parents can indicate talents, skills and time availability to share with the school community.
7. A well-structured Parent-Teacher Cooperative that will organize, among other things, charity drives, fund raising activities, social events and guest speakers.

In addition, teachers, parents, and students will be partners in each student's education. Our goal is to re-think common terminology. For example, we will consider the *teacher as mentor*, the *students as learner*, and the *parent as advocate*. Within this structure, the teacher/parent/student will meet before the start of school to chart goals for academic areas, home/family participation, and community service and outreach. These goals will be reviewed and evaluated formally three times a year with the mentor/learner/advocate. A school to home journal may be agreed upon by the teacher/student/ parent. In addition, a home visit will be arranged between August and October at a time convenient to both teacher and family.

It is the belief that parental education and family involvement with the school community is essential to the ultimate success of the program. The School believes that there are three major benefits associated with parents' involvement in the education of their children. First, children tend to attain higher achievement gains when parents participate in school activities. It is through such participation that parents gain knowledge and skills to help their children to learn at home. Second, parental involvement generally increases support for the goals of the school. Last, the presence of parents in the school conveys a message to the children about the importance of formal education.

Please Note: The use of the word "parent" includes legal guardian or other agent of the child.

C. Community Relationship

Global Child Charter School will be a center for community, child and family service. We will offer to the community a pre-school program for three and four year olds and an after-school program for all students in the area. The pre-school program will operate from 8:30 a.m. to 11:30 a.m. daily and will be a Montessori

primary class. The after-school program will operate from 3:00 p.m. to 6:00 p.m. daily with activities including outdoor programs, art, music, dance, tutoring, storytelling, etc. The cost of the pre-school will be \$2,500.00 per year with consideration for a sliding scale. The after-school program will be based on an hourly rate of \$5.00 per hour per child. There may be additional costs for special instruction such as music, dance, karate lessons, etc. The costs and revenues of these programs will be separate from the general operating costs and budget of the School.

Global Child Charter School will promote service by the school community to the larger community through such projects as:

- ◆ A communal garden
- ◆ An outreach program to senior citizens in the area
- ◆ The establishment of a sister school
- ◆ The use of the resources at the school by the community

A communal garden would be an ideal method to integrate skills and knowledge with public service and cooperation. The identified site would well accommodate a large communal garden.

An outreach program to seniors in the area could be initiated through contacts with local councils on aging, churches, synagogues, and nursing homes. This program would be designed to connect seniors with the children and families of the school. The program could include the recordings of oral histories, helping with yard work and snow shoveling, as well as remembering important dates and holidays with senior citizens.

The establishment of a sister school will be initiated by the second or third year of operation. Another charter or public school in a demographically different area would provide significant opportunity to promote cooperative learning between students, families and schools. A sister school would allow students to visit each other's learning and social communities which would be a vehicle of understanding and appreciation of the unifying threads in diversity.

The common use of resource at the School will provide opportunities for the community to take advantage of programs established by the School. *Global Child Charter School* proposes to establish an outdoor activity center that will include a ropes course and nature trails. Due to the unique characteristics of the proposed site, the acreage surrounding the school will be a tremendous asset to the community.

16. REPLICABILITY AND DISTRICT RELATIONS

A. Replicable Education Models

Global Child Charter School will answer many challenges of education reform with a clear and concise plan of action. Within the framework of the school, many of the components of *Global Child Charter School* can be used as a model of change for schools in any demographic area.

The school will be based on the Montessori principle of grouping students in multi-age groupings which provides consistency with both the teacher and curriculum as well. The idea of children being in the same group for an extended period of time allows for a flow in education. It eliminates the dramatic changes for students and teachers between school years.

Another simple model of change that could be replicated is the effective use of materials within the classroom. Montessori materials are reusable, lasting many years in the same classroom. Initial costs may appear high. However, the longevity of the materials, which adds to the consistency of the curriculum and the classroom, is also in reality cost-effective.

The governance of *Global Child Charter School* is easily replicable given the scope of its inclusion. It can be an effective way to involve all members of the learning community to build consensus and work toward common needs and goals.

B. Specific Programs

Global Child Charter School will offer to the district an introduction to the Montessori method by providing educational seminars along with school and classroom tours. We hope to be a resource for other public schools who want to provide a Montessori environment to their students. We will serve as advisors to teachers and parent who wish to explore a Montessori option.

C. Rapport with Districts

The founding coalition has been in informal contact with School Committee members. We hope to continue to meet with school and town officials to reach a common understanding of the mutual benefits which may be derived between the *Global Child Charter School* and the district schools. The district schools are presently experiencing growth in student population which is presenting difficulties to finances and physical capacities. We hope that the *Global Child Charter School* will present a means of alleviating some of these pressures while

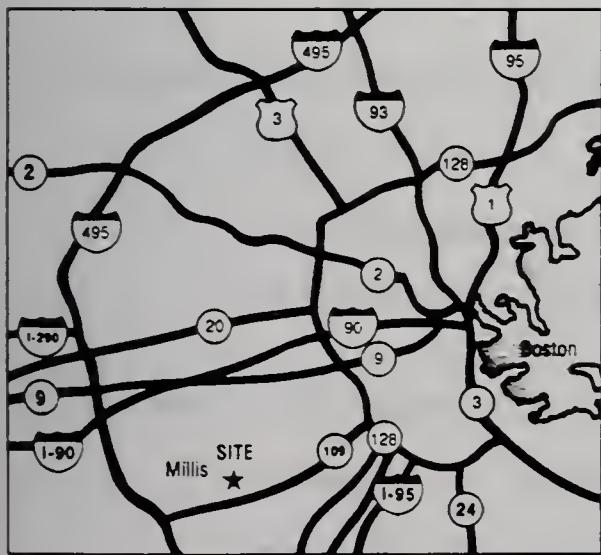
also strengthening educational purpose and resolve and providing enhancements to the educational process.

1073 Main Street

Millis, Massachusetts



FOR SALE OR LEASE



71,020 Square Feet Available

1073 Main Street can meet the demands your business has today and still meet any future requirements which may inspire you tomorrow.

This 71,020 square foot, versatile facility is ideal for businesses requiring a corporate headquarters, manufacturing/warehouse, research & development or distribution space. Its location also offers the privacy of a rural setting in a growing business community which is convenient to major highways and railroad networks. And with more than 75-acres — of which approximately 35-acres are available for future development — 1073 Main Street presents itself as a true asset in today's tightening real estate market.

Leggat McCall

Grubb&Ellis

Sue Ann C. Sullivan

One International Place
Boston, Massachusetts 02110

617-772-7240
Direct 617-772-7240
Fax 617-772-7272

For further information, please contact

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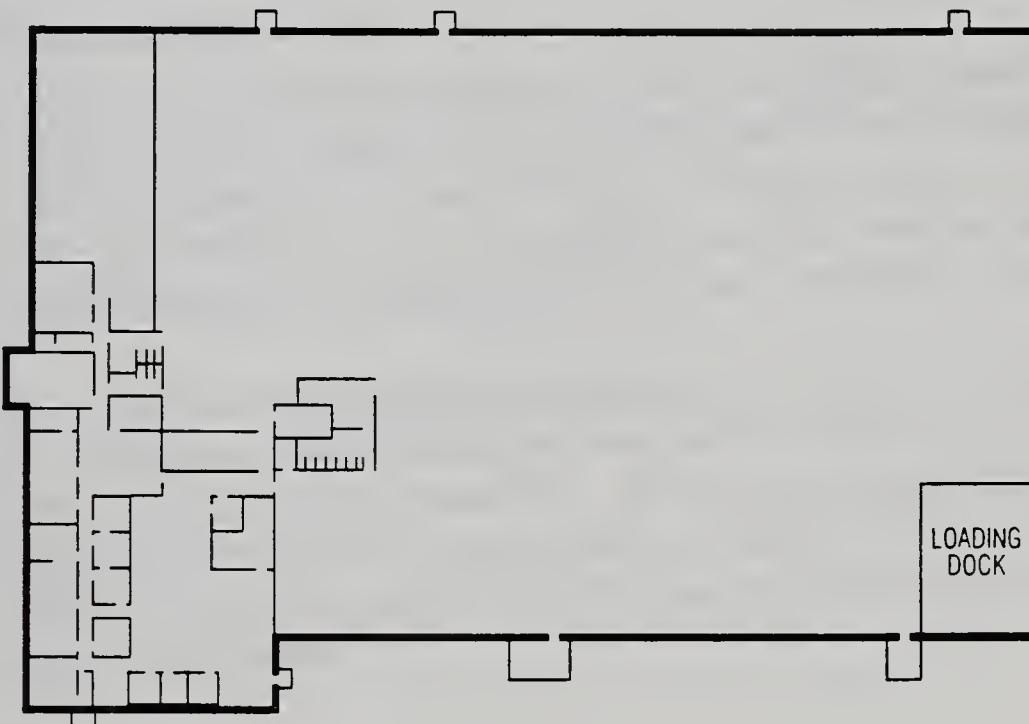
Grubb&Ellis

One International Place • Boston, Massachusetts 02110
617-772-7200 • Fax 617-772-7272

1073 Main Street

Millis, Massachusetts

FLOOR PLAN



The Building: Single-story, 71,020 square foot building ideal for corporate headquarters, manufacturing/warehouse, research & development or distribution requirements

Future expansion capabilities

Shipping facilities include three interior tailboard and six drive-in doors

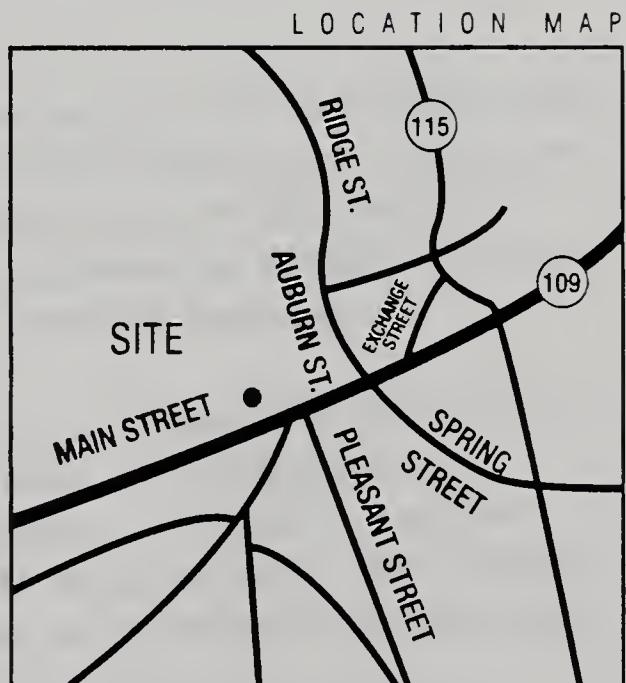
Attractively situated over 300 feet from the street

The Location: Equidistant from Route 495 and Route 128

Rail service on-site

Ample parking surrounds the facility

Captive labor market available in surrounding communities



The Specifications: Total Building Area: 71,020 square feet

Office Space: 13,416 square feet

Manufacturing/
Warehouse Space: 57,604 square feet

Ceiling Height: 15' (+-40,000), 21' (+-20,000)

Floor: Concrete on slab

Bay Spacing: 20' x 23'

Lighting: Fluorescent

Utilities: Town water and sewer; Bay State Gas, Power-1200 amps, 3 phase

For further information, please contact

Leggat McCall
Grubb&Ellis

One International Place • Boston, Massachusetts 02110
617-772-7200 • Fax 617-772-7272

17. BUILDING OPTIONS

A./B. Present Option and Suitability

We are currently in negotiations to obtain a facility in Millis, Massachusetts. The site offers many attractive options which include great growth potential, an existing building adaptable for school use, and a unique setting on seventy acres of land. The site and building are very accessible given the location on Route 109, yet it is well off the road, providing a large safe zone around the school.

The facility was at one time a light manufacturing site with a total of 70,000 square feet. There is a front building that was used as office space that is comprised of a total of 13,000 square feet. We are very hopeful that an agreement can be worked out between the owners of the site and *Global Child Charter School*. We have offered to rent the 13,000 square feet with the potential to expand as the school grows.

18. CODE OF CONDUCT

A. Student Behavior Guidelines

The Code of Conduct is based on the belief that all students have the right to learn in an atmosphere characterized by respect, trust, fairness, and peace. Montessori education is built on a developmental model. It takes into consideration the extreme sensitivity of the child to the actions and expectations of the adult. It is based on the principle that the child wishes to be part of a community.

Dr. Montessori viewed education as a help to life. Discipline, therefore, is viewed as a form of teaching, modeling, and training. In a Montessori environment, discipline is part of the learning process. The goal is to aid the student in developing self-control. One *desires* to act appropriately from within in contrast to outward control, such as a system that uses rewards and punishments.

Global Child Charter School views discipline in the following perspective:

As a Process: The teacher acts as a role model in all interactions with students, parents/guardians, and community. The teacher also acts as facilitator, working toward a feasible behavior that is suitable to the group. It is the point of arrival; the children work towards it.

Is Positive: Discipline is viewed as a positive rather than a punitive, negative process. The teacher sets the ground rules, the limits toward which a student

works. Just as the teacher prepares the environment for learning, he or she must also prepare the children for the environment and what is expected of them.

As Limit-setting: Implies flexibility and freedom. There is room for divergent responses as well as convergent responses.

Freedom within limits: Within the framework of the ground rules, consistency and firmness are significant elements. Children are expected to display appropriate behavior, just as adults in their lives live by expected modes of behavior . One cannot always do as one pleases.

Inner-discipline: "Goodness" is not dependent on the teacher's control of the child. The burden of appropriate behavior is shifted to the child. In order to have freedom within the environment, the children must accept the responsibility of being free. They control their own behavior.

In the Montessori environment, the child's opinion is respected and she/he is asked to share his or her views freely. Children, Dr. Montessori felt, want to follow rules if the adult clearly defines the rules and then invites the child to assume responsibility for the behavior. Assuming responsibility for behavior, therefore, is to understand and accept the consequences for violating rules.

"The undisciplined child enters into discipline by working in the company of others; not by being told he is naughty." - Maria Montessori

Broad behavioral ground rules are based upon *respect* for others in the community, *respect* for oneself, and *respect* for the physical environment. The following outlines disciplinary procedures and consequences:

First offense:

1. The teacher explains or reviews the rules and discusses possible consequences.

Second offense:

1. The teacher discusses the situation at an Advocate/Learner/Mentor meeting.
2. The teacher applies appropriate consequences.
3. The teacher documents the incident and provides a copy to the parent.

Third offense:

1. The Administrator joins the Advocate/Learner/Mentor in a second conference.
2. The incident is again documented and a copy is put in the student's file as well as sent to the parent.

(Note: Global Child Charter School will not use suspension as part of its consequences. Rather, we will keep in mind that a consequence should be in line with the offense. A probationary period, which will include a service project, will be instituted.)

Fourth offense:

1. The administrator will hold another conference with the Advocate to determine the child's future at the school. It is hoped that this conference will determine what is in the best interest of the student as well as the rest of the community.
2. The administrator will consult with the learning community members to determine the possibility of expulsion.
3. The Board of Trustees will be consulted for an approval of expulsion.

If it is determined, after all possible positive attempts have been made to guide a child, that the safety of the community (the child, parent/guardian, teachers, and other students) is in jeopardy, expulsion will result. Expulsion will immediately result when a student is involved in the possession or use of illegal substances or weapons, the use of force, vandalism, or violation of another student's civil rights.

Serious Transgressions: For unusual behavior problems we suspect are beyond a child's control, we will refer the problem to the Board. Through the Board, outside help will be sought through local community and social services agencies. The parent/guardian will be contacted to share in the recommendation for additional help. All reports and evaluations will be shared with the classroom teacher.

Students With a Special Need: Severe disciplinary action required for a student with special needs will follow the above process. When there is a third offense however, the TEAM will become part of the process. The TEAM will determine whether the student's misconduct is related to the student's special need, or results from an inappropriate special education/placement or an Individualized Educational Plan (IEP) that was not fully implemented. If any of these circumstances are found, expulsion will not result. Appropriate modifications will

be made instead. If the TEAM concludes that the misconduct is not related to the student's special need, program, or IEP, then expulsion will be imposed.

The Code of Conduct will be published in the school handbook. At the end of the publication, a page will be designated stating that both the parent and student understand the stated Code of Conduct. The parent and student will sign the page, return it to the school to be placed in the student folder. When appropriate, a copy of the Code of Conduct will be provided in the student's or family's primary language if other than English.

19. SPECIAL NEEDS AND BILINGUAL STUDENTS

The *Global Child Charter School* will accommodate students with special needs. The match between the child and the philosophy of the school will be facilitated by our special education consultant, the parents, and the Special Education Department of the sending district.

A. Special Needs Students

Global Child Charter School intends to offer a fully integrated preschool and elementary program for children with mild to severe special needs.

A Montessori curriculum is often particularly beneficial for children with special needs due to the multi-sensory and self-correcting nature of the majority of the curriculum materials. Maria Montessori originally worked with and developed many of the Montessori curriculum materials for special needs students (in the seer spectrum of disability). Materials are ordered sequentially to follow a pattern of simple to complex and concrete to abstract.

All students in a Montessori classroom have detailed individualized programs. Students with special needs do not differ here, although their programs may follow the format of an Individualized Educational Plan (IEP) with more specific goals and objectives. Additional services (speech, PT, OT, etc.) may be set up through local educational agencies to occur within the structure of the school day. Mixed age groupings can accommodate children of widely varying abilities and developmental levels. This allows for the development of peer teaching, cooperation, and empathy.

Global Child Charter School will balance its focus on blending special needs students into the larger group while still aggressively working on areas of need. There is particular emphasis on development of social skills and communication. Opportunities for peer and teacher interactions exist at a very high frequency.

Students with specific programs to address areas of special need will be followed by a consulting teacher (MA certified) to optimize learning within the inclusion model. *Global Child Charter School* will offer special needs students the same type and quality of programming in the same classroom as for 'typical' children. Additional supports will be supplied as needed (extra staff, ancillary services, consultants). No child will be denied admission to *Global Child Charter School* because there has been a determination of special needs.

Global Child Charter School will follow the Commonwealth of Massachusetts 'Public School Regulations' with regard to identification, assessment, admission, and education of children with special needs (CMR 28.00).

B. Bilingual Students

Global Child Charter School will follow the Commonwealth of Massachusetts 'Public School Regulations' (CMR 14.00) with regard to identification, assessment, admission and education of bilingual children. No child will be denied admission to *Global Child Charter School* because of bilingualism. Montessori classrooms provide comprehensive input through an array of developmental materials and activities. Montessori provides a supportive environment through small group lessons and overall respect for the child.

The Montessori model offers a multicultural focus: integration through practical life, sensorial, math, cultural arts, arts and crafts, music, food preparation activities, holidays and celebrations.

20. FUNDING

A. Start Up Needs

A comprehensive financial plan is included. Before September, *Global Child Charter School* needs funds for the following:

- ◆ building occupancy
- ◆ site preparation
- ◆ materials for classrooms
- ◆ staffing, beginning in July (one full time teacher).

B. Revenue Generation

The budget of *Global Child Charter School* will be based on the per pupil expenditure in Millis for fiscal year 1996. As per the Executive Office of Education, we are advised to use the figure of \$5,323.00 per pupil, which is the estimated integrated operating cost as listed in the Executive Office of Education "Draft", Charter School Budget Template which was made available to our group.

We have *not* included projected fund raising, grant writing, or the additional revenue provided to *Global Child Charter School* through the pre-primary program or the after-school program. Total projected revenue will be based solely on per pupil expenditure. We will, by Year 3, have an organized fund raising effort in place. The effort will include grant writing. We will use the skills of parents, staff, and other supporters as the basis for fund raising.

As expected, the greatest costs will be incurred in the first year of start up. The purchase of material will be greatest in the first year as classrooms are prepared. In addition, there is some work needed at the proposed site to ready the facility for school use. We are prepared to initially "wear many hats" to insure the financial success of *Global Child Charter School*. We believe that our base of supporters will lend many helping hands to make the school a reality.

C. Financial Plan

We have devised a more detailed overview of our financial plan. This template is more inclusive than the template in the application. We felt that this was necessary to give a more detailed picture of the financial feasibility of the school. Our Five Year Financial Plan follows.

Global Child Charter School Five Year Budget: FY96 to FY 00

Revenue	FY96	FY97	FY98	FY99	FY00
Per Pupil Revenue	\$399,225.00	\$603,020.00	\$847,050.00	\$1,105,040.00	\$1,198,200.00
Fees	.00	.00	.00	.00	.00
Student Entitlements	.00	.00	.00	.00	.00
Total Revenue	\$399,225.00	\$603,020.00	\$847,050.00	\$1,105,040.00	\$1,198,200.00
Expenses	FY96	FY97	FY98	FY99	FY00
SALARIES AND BENEFITS					
Salary-Teachers	\$105,000.00	\$155,000.00	\$292,000.00	\$442,000.00	\$455,000.00
Salary-Administrators	\$15,000.00	\$35,000.00	\$74,000.00	\$80,000.00	\$84,000.00
Salary-Support Staff	\$10,000.00	\$20,000.00	\$41,200.00	\$44,000.00	\$66,000.00
Salary-Teacher Ass't	\$22,500.00	\$23,170.00	\$32,000.00	\$49,500.00	\$68,000.00
Benefits-Health	\$21,000.00	\$41,000.00	\$87,940.00	\$123,100.00	\$135,000.00
Benefits-FICA	\$12,200.00	\$18,650.00	\$35,176.00	\$49,240.00	\$54,000.00
Benefits-Workers' Comp	\$2,500.00	\$3,000.00	\$6,000.00	\$8,000.00	\$10,000.00
Benefits-Medicare	\$1,000.00	\$1,500.00	\$5,000.00	\$6,000.00	\$7,000.00
Staff Development	.00	.00	\$2,000.00	\$4,000.00	\$5,000.00
Subtotal	\$189,200.00	\$297,320.00	\$575,816.00	\$750,600.00	\$884,600.00
SERVICES AND ACTIVITIES					
Cleaning Services	\$5,000.00	\$6,000.00	\$6,000.00	\$7,000.00	\$8,000.00
Accounting Services	\$2,000.00	\$3,000.00	\$4,000.00	\$5,000.00	\$5,000.00
Postage and Shipping	\$3,000.00	\$4,000.00	\$4,000.00	\$6,000.00	\$6,000.00
Extracurricular Activities	.00	.00	\$2,000.00	\$4,000.00	\$4,000.00
Subtotal	\$10,000.00	\$13,000.00	\$16,000.00	\$22,000.00	\$23,000.00
SUPPLIES AND EQUIPMENT					
Supplies-Instructional	\$48,000.00	\$25,000.00	\$30,000.00	\$35,000.00	\$35,000.00
Supplies-Administrative	\$1,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
Supplies-General	\$2,000.00	\$4,000.00	\$5,000.00	\$7,000.00	\$7,000.00
Computers	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
Furniture	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Telephones	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Other Equipment	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
Subtotal	\$86,000.00	\$66,000.00	\$73,000.00	\$79,000.00	\$79,000.00
MARKETING AND DEVELOPMENT					
Printing	\$1,000.00	\$2,000.00	\$3,000.00	\$4,000.00	\$5,000.00
Advertising	\$1,000.00	\$1,000.00	.00	.00	.00
Subtotal	\$2,000.00	\$3,000.00	\$3,000.00	\$4,000.00	\$5,000.00
PHYSICAL PLANT					
Rent	\$70,000.00	\$85,000.00	\$125,000.00	\$150,000.00	\$150,000.00
Utilities	\$20,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
Maintenance and Repairs	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Renovations	\$-	\$-	\$-	\$-	\$-
Subtotal	\$100,000.00	\$125,000.00	\$165,000.00	\$190,000.00	\$190,000.00
INSURANCE					
	\$12,000.00	\$13,000.00	\$14,000.00	\$15,000.00	\$16,000.00
Total Expenses	\$399,200.00	\$517,320.00	\$846,816.00	\$1,060,600.00	\$1,197,600.00

Global Child Charter School Five Year Budget: FY96 to FY00

Key Variables	FY96	FY97	FY98	FY99	FY00
Number of Students(FTE):	75.00	110.00	150.00	190.00	200.00
Number of Teachers:	3.50	5.00	9.00	13.00	13.00
Number of Administrators:	.50	1.00	2.00	2.00	2.00
Number of Support Staff:	.50	1.00	2.00	2.00	3.00
Number of Teacher Assistants:	1.50	1.50	2.00	3.00	4.00
Students per Teacher:	21.00	22.00	17.00	15.00	15.00
Students per Admin.:	150.00	110.00	75.00	85.00	100.00
Students per Support:	100.00	110.00	75.00	85.00	67.00
Students per Assistants:	100.00	112.50	75.00	63.00	50.00
Salary: Teacher:	\$30,000.00	\$31,000.00	\$32,500.00	\$34,000.00	\$35,000.00
Salary: Admin.:	\$30,000.00	\$35,000.00	\$37,000.00	\$40,000.00	\$42,000.00
Salary: Support:	\$20,000.00	\$20,600.00	\$21,200.00	\$22,000.00	\$22,500.00
Salary: Teacher Assistant:	\$15,000.00	\$15,450.00	\$16,000.00	\$16,500.00	\$17,000.00
Payment per Student (PPE):	\$5,323.00	\$5,482.00	\$5,647.00	\$5,816.00	\$5,991.00
Entitlements per Student:	.00	.00	.00	.00	.00
Fees per Student:	.00	.00	.00	.00	.00
Annual Real Growth in Teacher Salary:		3.00%	3.00%	3.00%	3.00%
Annual Real Growth in Admin. Salary:		3.00%	3.00%	3.00%	3.00%
Annual Real Growth in Support Salary:		3.00%	3.00%	3.00%	3.00%
Annual Real Growth in Ass't Salary:		3.00%	3.00%	3.00%	3.00%
Annual Real Growth in PPE:		3.00%	3.00%	3.00%	3.00%
Annual Real Growth in Fees per Student:	0%	0%	0%	0%	0%
Annual Real Growth in Entitlements per Student:	0%	0%	0%	0%	0%
Annual Increase in Students (FTE):		25.00	25.00	25.00	25.00

*FY98 new support staff hired at \$20,000.00

*FY00 new support staff hired at \$21,000.00

21. TRANSPORTATION

A./B. Local and Sending Districts

Global Child Charter School will follow the guidelines of student transportation as stated in M.G.L. Chapter 71, Section 89. We will work with sending districts to arrange transportation, if at all possible.

C. Extended Needs

At the current time, we do not see the need for transportation beyond the school year or school day. The two week orientation program during August would initially be arranged independently.

Catherine A. Isbell
15 Indian Hill Road
Medfield, MA 02052
(508) 359-4856

Summary of Work Experience

9/94 to present: Woodside Montessori School
Millis, MA
Teaching Assistant

9/87 - 2/89 MSPCA
Boston, MA
Outreach Instructor

9/83 - 9/87 Cambridge School Volunteers, Inc.
Cambridge, MA
Volunteer Coordinator

Education

6/94 Seacoast Montessori Training Center
Scituate, MA
3-6 Primary Montessori Overview

9/75 - 1/77 San Francisco State University
San Francisco, CA
Teaching Credential

9/70 - 9/74 University of Missouri
Columbia, MO
B.A. History

Licenses

California Teaching Credential
History - grades K-12

Massachusetts Teaching Credential
History and Social Studies - grades 9-12

Kathleen A. Gasbarro
1 New Emerald Ln.
Wrentham, MA 02093
(508) 384-3417

Objective:

To administrate a Montessori environment. To promote Montessori education in non-traditional settings.

Education:

Lesley College
Cambridge, MA
BA, Educational Administration 1994

Northeast Montessori Institute
Rockport, ME
AMS Primary (3-6) Montessori Teaching Certificate 1990

Experience:

Woodside Montessori School Inc. September, 1987- Present

Teacher/ Administrator

Working as a lead teacher with responsibilities such as curriculum development and student evaluation. Currently assuming administrative duties such as recruitment, advertising, and maintaining licensing requirements. Integrated a language program and wrote grant for its funding. Created a parent education program.

Child's Play July, 1994- Present

Sales/ Recruitment

Demonstrate educational books and games at home parties, fund raisers. Became manager after four months. Supervise and train new presenters.

Bright Spot Cleaning January, 1985- January 1989

Custodial/ Courier

Developed business contacts. Co-owned cleaning business. Provided cleaning and courier services.

Achievements:

Published part of thesis in *Public School Montessorian*. ~~Please see attached.~~

Special Interests:

Plymouth Bay Girl Scout Council Inc.

Service Unit President 1990- Present

Link between the Plainville/Wrentham Service Unit and the Council board.

Service Unit Administrator 1985-1988

Managed the Plainville/Wrentham Service Unit. Met or exceeded membership goals, recruited adult leadership, provided training and support.

Donald W. Jennings
331 Village Street #5
Millis, MA 02054

References furnished upon request

SUSAN S. WEISMAN

68 Old Orchard Road
Sherborn, MA 01770
(508) 650-0711

EDUCATION

Lesley College, Cambridge, MA
M.Ed., August, 1979

Brandeis University, Waltham, MA
B.A., June, 1978

EMPLOYMENT

1990 - present Woodside Montessori School, Millis, MA

Design individual educational/behavioral programs for children with moderate/severe special needs. Integrate those children as full members in existing Montessori preschool and elementary programs. Facilitate transition back to regular mainstreamed setting as children are ready.

1983 - present Educational/Behavioral Consultant

Work with public and private agencies and individuals to create and implement educational and behavioral plans for clients within school and vocational settings. Provide input to residential, vocational, and educational staff on an on-going basis.

1985 - 1990 Westwood Lodge Hospital, Westwood, MA

Worked as part of multi-specialized team to design, set-up, and begin operation of latency aged in-patient children's psychiatric unit. Provided on-going staff training in the areas of behavioral planning and physical restraint of children.

1979 - 1985 Autism Services Association, Weston, MA

Worked in the capacity of head teacher in this private day setting for adolescents with severe disorders of behavior and communication. Ran classroom of 8 students and supervised educational planning, behavioral programming, and physical holding procedures for entire program of 40 students.

CERTIFICATIONS

Commonwealth of Massachusetts - Elementary Education

Commonwealth of Massachusetts - Moderate Special Needs

Commonwealth of Massachusetts - Severe Special Needs

Bureau of Institutional Schools - PIP (Prevention Intervention Program) Trainer

Massachusetts Association of the Deaf, Inc. - American Sign Language (Level 2)

Resume
Kathleen Woods
4 Emilio Drive
Franklin, MA 02038
(508) 528-7387

QUALIFICATIONS SUMMARY: Versatile human resource professional with 16 years of progressively more responsible experience, including outsourced consultative services, creation of corporate human resource programs and services ("start-up"), employee relations and counseling, employment, compensation, benefits, training and administration. Assignments within publishing, consulting, higher education, insurance, manufacturing, and venture capital environments.

EXPERIENCE :

Higher Education:

Acting Manager of MBA Field Placement; Columbia University Graduate School of Business New York, NY - Developed industry contacts and internship opportunities, facilitated on-campus recruitment to place MBA students in jobs. counseled students on resume writing, interviewing, and self-assessment. (1978 - 1980)

Employment Coordinator; Columbia University Employment Office New York, NY

Interviewed and placed employees throughout all university departments. Fast-paced, high volume environment. Created applicant flow procedures for post-audit affirmative action compliance. (1981)

Human Resource Management:

Consultant and Human Resource Manager - Transfer of Knowledge Int'l, Inc. Leominster, MA - Provide human resource services for small to medium-sized organizations, on an outsourced (off-payroll) basis. Provide up-to-date expertise in all human resource areas such as recruitment, training, compensation and compliance. Develop materials, forms and compliance programs. Market the outsourced human resource concept. (Currently)

Vice President of Human Resources; Warren, Gorham & Lamont Inc. Boston, MA Co-established human resource department for multi-site publishing company, reporting to NYC corporate office. Managed and administered human resource programs for 300 employees. Supervised staff of 5, including sales trainer of 135 inside reps. Started-up compensation, job evaluation and performance appraisal programs; trained employees in procedures. Centralized recruitment, saving \$75,000 in first year. Wrote Employee Handbook and quarterly employee newsletter. counseled/trained employees and managers on work performance, EEO, and employee relations matters. Successfully handled on-site audit by the OFCCP for affirmative action compliance. Promoted from director and manager titles. 1984 - 1994.

Personnel Manager; The Massachusetts Rating Bureaus Boston, MA - Responsible for insurance service bureau's human resource function, including new appraisal process, maintenance of equitable job evaluation/salary programs. Trained supervisors, recruited actuaries, counseled employees. 1981 - 1984

EDUCATION:

Continuing Education - Business, Psychology, and Music Education - Boston University, Cambridge College, Columbia University Teachers College - Various Dates.

The Manhattan School of Music - Master of Music in Viola, May 1978.

The Ohio Wesleyan University - Bachelor of Music in Viola, May 1975.

ADDITIONAL INFORMATION:

Member, Franklin Area United Chamber of Commerce. Former Board Member, Greater Boston Chamber of Commerce's Personnel Management Council. Member, New England Human Resource Association.

REFERENCES AVAILABLE UPON REQUEST

Paul Weisman

68 Old Orchard Road
Sherborn, MA 01770

Home: (508) 650-0711

Education:

1984	HARVARD EXTENSION COLLEGE Graduate courses in advanced financial accounting.	Cambridge, MA
1982-1983	BOSTON UNIVERSITY M.S. in Industrial Organization.	Boston, MA
1974-1978	HAVERFORD COLLEGE B.A. in Economic Sociology.	Haverford, PA

Experience:

1986-Present	J.L.KAPLAN ASSOCIATES Portfolio Manager	Boston, MA
1983-1986	DELPHI MANAGEMENT INC Equity Analyst	Boston, MA
1978-1981	WESTWOOD LODGE HOSPITAL Psychiatric Counselor	Westwood, MA

Additional Information:

Married: father of three children.
Board member, HOME FOR NOW charity.
Founding board member, pending current application,
GLOBAL CHILD MONTESSORI SCHOOL.

Favorite hobby: Basketball.

Elan R. Bair

Background:

Mr. Bair is a Senior Manager with the Strategic Services Practice of Andersen Consulting where he focuses on business strategy as well as on development and implementation of business reengineering programs for technology-based clients. Over the past ten years, Mr. Bair has worked extensively with many technology-based companies, both as a consultant and as a line manager. His consulting engagements have covered a wide variety of industries including: telecommunications, software, medical equipment, steel, automotive, industrial products, and publishing.

Mr. Bair has a BBA/MBA from Pace University (NY) and an MS from The Sloan School, MIT.

Selected Relevant Experience:

- Program managed a large reengineering engagement to reengineer the R&D, Order Fulfillment and Customer Technical Services processes of a global telecommunications equipment supplier. Responsible for managing the work of three consulting entities. The business case exceeded \$500 million.
- Managed the Order Management Reengineering project for the U.S. operations of the largest Japanese consumer and industrial electronics manufacturer. The project generated \$40 million in annual benefits.
- Developed the market entry strategy for a Yellow Pages publisher into a large new market. Managed team that conducted consumer and advertiser surveys, formulated salesforce deployment plan, modelled production and distribution costs, and formulated negotiations strategy for joint venturing with a competitive publisher.
- For a global medical diagnostics manufacturer, assessed competitive strategy, modelled market potential and competitive scenarios in the *in-vitro* market. Project resulted in new product directions and several competitive marketing programs in the U.S.
- For a major automotive company, developed the strategy for its transmissions and gear box Business Unit. The study included customer analyses and segmentation, competitive analysis of global competitors, cost modelling and the formulation of a joint venture strategy.
- Assisted the president of a French specialized railroad equipment manufacturer in reorganizing and streamlining U.S. operations. Project included assessment of key managers, product/market alignment and operations improvement. As a result of the project, top management was reorganized and a radical change in the project mix, sales approach, and operations was initiated.
- For a leading medical publisher, evaluated market strategy in the medical electronic publishing and in addition, valued divestiture candidates and formulated an approach for financial restructuring that would enable the company to retain control over editorial content.
- As a marketing director for a leading software provider of expert systems and decision support tools for technical service and maintenance, formulated marketing strategy, vertical market entry approaches, and managed all telemarketing, trade shows, PR, and advertising. Quadrupled sales and leads pipeline.

Functional Expertise:

- Marketing Strategy
- Product Strategy
- Profit Improvement
- Business Reengineering
- Enterprise Transformation
- Software
- Medical Equipment and Supplies
- Automotive
- Publishing
- Industrial Products
- Consumer Electronics
- Telecommunications Equipment
- “Infocosm”

Industry Expertise:

- Software
- Medical Equipment and Supplies
- Automotive
- Publishing
- Industrial Products
- Consumer Electronics
- Telecommunications Equipment
- “Infocosm”

ALMA B. BAIR
12 Marilyn Road
Medfield, MA 02052
(508) 359-7013

SUMMARY: MBA with over ten years of industry experience in consumer goods product development and marketing management. Proven abilities in product line marketing with hands-on experience ranging from product inception through rollout to market penetration. Supervised multi-functional project teams and coordinated outside vendors, both foreign and domestic. Created, produced and continue to sell innovative proprietary product.

PROFESSIONAL EXPERIENCE: REEBOK INTERNATIONAL (1991 to present) Stoughton, MA

Brand Manager

Developed and executed business plans, marketing and distribution strategies, and brand management for Reebok Kids product line. Directed complete product management cycle, established price points and FOB targets, as well as drove engineering/production to meet quality, margin and delivery requirements. Directed prototyping activities in the Far East.

- Played a central role in achieving and maintaining the #1 market share position for the Reebok Girls category. Increased sales volume 21% to \$51 million.
- Launched and executed an innovative marketing joint venture with Mattel to create an altogether new business within the category. Directed the licensing process. Oversaw all merchandising, public relations and advertising. Successfully managed a \$200 thousand budget. Customized promotion with key national accounts. Rollout resulted in \$12 million revenue base in first full year.
- Initiated, organized and directed extensive market research using outside professionals specializing in children's research. Managed ten focus groups in three cities resulting in reformulation of market strategy.
- Managed relationship with top ten national retail accounts, consistently building the brand's presence. Commended for excellence in presentation.
- Achieved profit margins one full percentage point better than goal.

XEROX CORPORATION (1991)

McLean, VA

Management Consulting Intern, Integrated Systems Operations

Evaluated ISO's strategic options for expansion in the imaging marketplace.

- Conducted customer and competitive interviews, forecasted segment demand.
- Successfully completed a three-day workshop "Leadership through Quality".

RIPMAN LIGHTING CONSULTANTS (1986-1989)

Belmont, MA

Project Manager

Managed six figure projects working with developers, architects and contractors.

- Supervised entire projects from needs analysis to complete design solutions and production. Project P & L responsibility.
- Developed and implemented a marketing program targeting over 300 select architecture and design firms.

PARKER BROTHERS (1984-1986)

Beverly, MA

Project Leader

Brought in as Associate Designer to develop products from preliminary concept generation to product turnover.

- Promoted to coordinate activities of marketing, design, engineering, purchasing, manufacturing, finance, and sales under tight budgetary and time constraints.

PARKER BROTHERS cont.

- As manager of cross-functional teams of 15 professionals, helped develop and market a dozen new products with creative contributions to over 50 others.
- Prepared and presented profitability studies to the New Product Evaluation Committee and CEO.
- Created an extensive portfolio of innovative concepts and products that have won commercial success.

CLEO NICHOLS DESIGN (1981-1984)

New York, NY

Senior Designer

- Designed exhibits for The Metropolitan Museum of Art, Asia Society and Japan House as well as interiors and furniture for Avenue Magazine Corporate Headquarters.
- Worked with museum staff, clients, contractors, and in-house workshop to develop design specifications. Supervised production and installations.

ISRAELI ARMY (1977-1979)

Tel Aviv, Israel

Sergeant, Air Force Intelligence Unit

EDUCATION:

BABSON COLLEGE

Wellesley, MA

Master of Business Administration with High Distinction, marketing concentration, 1991.
Awarded full merit Graduate Fellowship working part-time as Research Assistant at the Center for Entrepreneurial Studies.

- Initiated, designed and executed a study on *Innovation Systems in Major U.S. Corporations* in collaboration with IdeaScope Consultants. Presented results at the Entrepreneurship Research Conference and at the IdeaScope Innovation Summit.
- Completed a variety of research assignments in the areas of entrepreneurship and venture capital including analysis of patterns in the experiences of multiple-venture entrepreneurs. Ran the Douglass Business Plan Competition.

PARSONS SCHOOL OF DESIGN

New York, NY

Bachelor of Fine Arts with Highest Honors, Industrial Design, 1983.

AWARDS:

- Management Consulting Field Experience Award for co-authoring a study entitled "Xerox Integrated Systems Operations Imaging Strategy" (1991).
- International Illumination Design Awards for the MIT Stratton Student Center and Interface Group Headquarters (1989).
- National Endowment for the Arts: Grant for independent research and design of a new underground orientation system for N.Y.C. Transit Authority (1983).

AFFILIATIONS:

Industrial Designers Society of America (1983-1989).

- Past member National Board of Directors.
- Past Boston Chapter Chair.

Inventors Association of New England, member.

Product Development Management Association, member.

U.S. citizen

ACME
BOOKSELLERS INC.

OCT 1 1977

100 CHAMBERS STREET
NEW YORK, N.Y.

